JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE

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EDITORIAL

This is the fifth issue of the JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE under the direction of its present editorial staff. As announced in its first issue, each number deals with a definite central theme. Since each issue will deal with both the theoretical and the practical aspects of the theme discussed, this publication should prove valuable as a file for student reference in education classes.

HOW THIS ISSUE WAS PREPARED

The editorial staff of the JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE consists of four editors and forty associate editors. Although any one of the staff may be called upon at any time, the general practice is for one of the associate editors to be asked to act as chairman with four or more other associate editors as his assistants.

In the preparation of this issue the chairman wrote the members of the committee asking for suggestions. After their replies had been received, it was decided that along with theoretical discussions of student activities special emphasis would be given to the practices as actually being carried out in representative schools. That a maximum time might be available for securing such information, the work was organized and responsibilities apportioned as follows:

E. K. FRETWELL
Underlying Principles, or Philosophy, of the Extracurricular Program; Assemblies; and Dramatics and Pageants

E. L. MILLER
The House Plan (Homeroom); Scouting; and Study Halls

W. E. HAWLEY
Athletic and Other Social Activities of the School; and School Publications

P. W. L. Cox
Student Control; Clubs

MERLE PRUNTY
Honor Societies; Fraternities; and Internal Accounting

C. F. ALLEN
Citizenship Training, or Social and Moral Outcomes; and general chairman

Each member was furnished a copy of the assignments for other members, was requested to notify those responsible regarding information on their assignments, and to confine his own discussions to the topics assigned him, or to a field not assigned another member of the committee. The space allotment was also apportioned and the date for completion was suggested. Such a plan distributed the work, localized responsibility, and made the whole effort a coöperative project.

"STUDENT ACTIVITIES" NOT A NEW IDEA

Student activities are not new in the experience of students. It is the attitude of school authorities that is new. School tradition demanded emphasis on the academic side of life. Improved transportation and communication, invention, and increased leisure time, experimental psychology, and a score of other factors contributed to the need for systematic and coöperative organization of the vast potentialities of extraclassroom activities. Outside interests had controlled the athletics of the community, and fraternities were a natural outgrowth of the nonsympathetic faculties. These conditions and such experiments as that of the George Junior Republic were paving the road for the extracurricular program.

The person most responsible for the new attitude of school authorities and for coining the terminology, "extracurricular activities," is Elbert K. Fretwell. When Dr. Fretwell, then a classroom teacher, asked of his high-school principal permission for him and his home group to settle their "family troubles," he took an important step in the direction of organized extracurricular activities; and when he and that group succeeded in dealing with a difficult disciplinary problem, he scored his first touchdown in the great game of student participation in school control. The readers of this issue are fortunate in having Dr. Fretwell discuss the underlying principles that have guided him in his activities as one of the foremost exponents of this new attitude towards student life.

Others have made important contributions in the field of extracurricular activities and have originated other terminologies which imply certain emphasis. Dr. P. W. L. Cox has aptly termed one of his books in this field *Creative School Control,* which properly places emphasis on pupil initiative. Some would prefer "social-civic" activities, and others have suggested still other terminologies. Some would curricularize the extracurricular, while another group argue that such procedure would take the initiative from the activity by routinizing it through teacher domination. Regardless of terminology and whether curricularized or not, it is probably too early to settle the question. Better schemes of measuring and more experimentation will be required before these problems can be settled.

IS THE EXTRACURRICULAR PROGRAM A FAILURE?

When Bell sought aid of Congress to establish his telephone line, his scheme was ridiculed. When inventors sought to conquer the air, they, too, were ridiculed. Such has been the story of progress. When the late Dr. Richard Shannon, speaking before a Missouri group of educators back in the seventies, predicted that "some day, schools will teach manual training in their regular school classes," he likewise was ridiculed for his forward-looking vision. No one today, however, would question the value of the telephone; no one who saw the airplane skim over swirling waters to drop food and medicine on the little knolls where were herded hundreds of refugees during the floods of 1927 would question the importance of the airplane; and, likewise, no well-informed educator would question the educational possibilities of a well-organized program of practical-arts work in a secondary school. There must always be that experimental period during times of progress. Much of the curricular program of a decade ago has been seriously questioned recently, discontinued, revised, substituted, or added to. History, geography, and civics have been combined into social science; and much content matter in former mathematics and grammar texts has been eliminated from modern editions. It is to be expected, therefore, that during the

period of crystallization there will be some misspent effort in the extracurricular program.

Much was said in the first issue of this journal regarding "articulation," but the articulation of the extracurricular program was overlooked. It was only natural that the traditional curriculum should have been of first consideration, but as articulation is needed in mathematics, Latin, and other curricular subjects, so also is there a similar need for articulation in the extracurricular program. The fact that the extracurricular program does not function a hundred per cent efficiently is not sufficient cause for condemning it. What we need, therefore, is not less of the curricular nor less of the extracurricular, but a more careful measuring and evaluating of the good in each. C. F. A.

STUDENT ACTIVITIES

"Student activities" is the term recommended by the National Education Association Committee on Evaluating the Extracurricular Activities which reported in the Sixth Yearbook of the Department of Superintendence. This term is the only one which seemed broad and inclusive enough to cover the range of curricular activities like journalism and orchestra; supplementary activities, such as clubs, administrative activities of homeroom units, and student government; such addenda as Scouts and Hi-Y; and outlawed groups—fraternities and informal gangs.

In varying degrees, the other terms in use or recommended for use, cocurricular, quasicurricular, semicurricular, and extracurricular, are inadequate. Indeed, student activities itself seems not peculiarly apt—it carries little implication of the propulsive spirit inherent in the purposive collective effort of youths.

It is not the concrete activities or the constitutions and regulations or the degree of school supervision and control that is important. It is the electrification of youths' efforts; it is the freedom, the spontaneity, and the vigor that develops; it is the diversity of talents which are recognized —these are the stigmata of the new instrument for which a name is still lacking.

Much misunderstanding will be averted, much headway will be gained, and much better direction to the development of this newer phase of secondary education will be given if we could find and insinuate into common usage a new term. The writer of this editorial has striven with very indifferent success to popularize the term "creative school control." Whoever can coin or discover a new phrase that will express the important spirit of vital student activities and popularize it to the degree that it will affect schoolmen's behavior will make a more significant contribution to the school's educational orientation and to social progress than will all the doctors' dissertations that have been or will be published during the present decade.

Unless we do get a more vigorous educational philosophy into functional control of athletics, assemblies, newspapers, and the rest, then we may simply be adding to the stupid crowd *mores*—the accepted attitudes and behaviors of the herd-minded, mechanized, robot-like mass of humanity.

In too many high-school communities, the purpose of a football team is to win games; any team which does not do so is a failure; any coach who cannot make his team win is not countenanced, is indeed removed or replaced by the principal and superintendent. Coaches come into the "pep" meeting to address the school; they stress the need of victory; they demand school support; they may utter a few pious words about playing clean and hard football. But in practice these same coaches often encourage and even teach the boys "how to protect themselves if the other side plays dirty football." He and his team are not "successful" because they play hard,

clean games but because they beat Jonesburg High!

The animal-like Roman-circus populace may be so powerful that the principal cannot safely and successfully defend a coach who endeavors to make interscholastic football primarily an educational instrument. Schools are wisely promoting intramural games instead. But unless a new spirit can govern these sports, there will be little gained.

Frequently, the common and vicious standard for judging the success of an athletic team is applied to assemblies, journalism, student government, clubs, and the rest. A "good" assembly is one which is "put across" in such a manner as to arouse enthusiasm in the audience—its educational values are not discriminatingly considered. A "good" magazine has high literary merit; a "good" newspaper depends on the character of the editorials, the news-writing, and the headlines; the "good" council is one that runs the school satisfactorily; the "good" club has a "waiting list," it makes attractive posters or "puts on" a successful assembly.

Now there can be no doubt that one function of each student activity is to perform creditably. Athletic teams should play good baseball or basketball, and sometimes they should win. Clubs, assemblies, journals should strive to achieve "good" standards. If the faculty and the rest of the school community give approval to such performance, it is effective and altogether desirable.

Educationally alert principals and teachers and parents should, however, be even more interested in the fundamental educative processes which are potential in these activities. If the dramatic coach, the faculty sponsor of the magazine or club, the teacher members of the student councils are dominating the procedures and practices to such an extent that pupils become mere puppets, almost totally unable to initiate or experiment or disagree lest the obvious outcomes be not "good," then the program is vicious. Better the track or football team lose every game, better the assembly should fizzle, better the paper prove a "flop," better the student council "make a mess" of discipline, than that they should be robbed of the only reason for their existence.

A single, well-defined, unifying aim for all educational instruments is needed. Unless we can understand that education is *growth in self-direction* on the part of every pupil, mere multiplication of activities is futile. Except as we can grasp the real significance of this orienting aim, even the acceptance of the seven objectives—health, fundamentals, home-membership, vocation, citizenship, leisure, and character—is platitudinous and empty.

Most human beings, among them secondary-school teachers, long for security, certainty, and eternal verities. And yet, in such a kaleidoscopic democracy as ours there is no certainty, no fixedness, no eternal verity. The world just will not "stay put." High-school principals have, by a series of adaptations, shared the responsibilities for school procedures with teachers, supervisors, pupils, and parents.

Not always has this distribution been based upon a democratic philosophy; sometimes it has been done because the school was becoming unmanageable as an autocracy. In such cases, it has not been strange that the principal has insisted that teachers to whom authority has been delegated should compel their pupils to produce *high standards* of work—whether in Latin prose or in the forward pass.

But *uniformity and high standards have no necessary connection with education.* They are often just silly shibboleths—when they are not masks for autocratic designs. For if one threatens to fail or punish every pupil who cannot solve simultaneous quadratic equations, he may simply be justifying himself for striking down the nonver-

balistic pupils, the adventurous pupils, the inquisitive pupils, and the nondocile pupils. Thus, by one fell stroke, in the name of high standards, of respect for scholarship, and for tougher intellectual and "moral" fiber, he asserts himself as autocrat and arbiter, protected by a smoke screen of "objectivity."

And so, in the name of "high standards," the autocrat would sometimes discourage the pupils who have not already become expert from engaging in dramatics, musical clubs, athletics, or journalism. Indeed, some administrators are so unspeakably stupid as to deny the privilege of engaging in such activities to any who do not pass in the academic hocus pocus—at least much of the academic program is hocus pocus to many pupils to whom music or drama or athletics or journalism or school politics or cafeteria management is real and stimulating and worth while.

Yet "stupid" is not the exact word that should be used. These principals are not stupid in academic traits. They are often shrewd politicians. Very likely, they do well at a dinner and make acceptable speeches at Rotary luncheons.

And they mean well, too. They do not want to hurt the boys and girls. They simply do not use their intelligence to comprehend the social purposes of the school or the changing social order which has pronounced the death sentence on the compulsory academicism of the conventional school. They are themselves the victims of static academic *mores*. They sincerely accept the pattern that studying books, knowing the "answers" to questions, and docile acceptance of rules and dicta are virtues. They desire to retain in school, to reward, and to graduate pupils who exemplify these virtues, and to declare that all others are unfit for high-school work—thus solving all educational problems by eliminating from school those who would cause them.

Positive character is the desirable objective of student activities. Instead of being a reward for academic success, they should be considered independent educational instruments. Instead of being judged in terms of high-standard performances, they should be planned as controlled environments in which experiment and adventure and choices are encouraged. Instead of being standardized and made uniform they should be diversified. And instead of being used for inculcating or ingraining or stamping in the standards and patterns of a static society, they should promote in each child a personal attitude towards school and community welfare that will make such "ingraining" unnecessary. P. W. L. C.

THE NATIONAL HIGH-SCHOOL HONOR SOCIETY VERSUS HIGH-SCHOOL FRATERNITIES

MERLE PRUNTY

EDITOR'S NOTE: *Mr. Prunty has visualized the modern high school as an institution where pupils should learn to adjust themselves to the essential phases of their environment. As principal of the Tulsa High School he was signally successful in socializing the activities of his school and now as superintendent of schools in Tulsa he is in a position to carry his philosophy into the entire system. He is one of our associate editors.* F. E. L.

One of the best ways to curtail the development and influence of high-school fraternities is to set up within the high-school organization administrative devices and controls which will so govern the participation of students in the comprehensive and

absorbing extracurricular life of the school that only those students who exhibit the highest type of desirable school standards will be eligible for membership in or leadership of extracurricular activities.

The standards of the National High School Honor Society are the attainment of superior scholarship, trustworthy leadership, exemplary character, unselfish service, and loyal student citizenship. Certainly these are desirable objectives for the entire citizenship of any educational institution. If the National Honor Society is given that high recognition in the life of the school which it rightfully deserves, if the induction ceremony before the entire student body is made beautiful and impressive, if the selection of individual students on the part of the student body and faculty for important posts of leadership in the school is restricted in the main to those students who are either members of the National Honor Society or who exhibit those qualities of worthy school citizenship which meet the requirements for admission to the National Honor Society, the high-school fraternity members, with their present standards of scholastic achievement and school citizenship, will rarely, if ever, qualify for recognition in accordance with legitimate administrative controls.

I have always taken the position that a fraternity member who could meet unequivocally the administrative controls governing participation in extracurricular activities should have the same rights as those students who were not members of a high-school fraternity. I might add, however, that very rarely has the fraternity member measured up to the administrative requirements. The very fact, therefore, that they are unable to meet the controls has tended to set at naught any power and influence on the part of fraternities in the Tulsa High School.

One of the reasons which lay back of the organization of the high-school fraternity was to control through political maneuvers the student elections of the high school, so that the places of leadership and honor in the school might fall to fraternity members. The increased flow of students to the high school, however, from every stratum of society, and the increased tendency on the part of high-school administrators to democratize, citizenize, and moralize their high-school organizations, have so greatly minimized the political influence of the fraternity members that, in a good many cities, their entire reason for existence is to promote dancing parties in the homes of the members or in some of the downtown halls. These downtown parties are usually "chaperoned" by the parents of the members and include the attendance of persons who were at one time in the high school, but who for the most part failed to complete the course, but who are still enthusiastically associated with the social program of the fraternity. This affiliation of nonschool members justifies the opinion of many school patrons and citizens that high-school fraternities, so-called, are in reality not high-school groups, but rather a community social group made up both of high-school people and those who are not in high school.

We have seen throughout the high schools of this nation in the last few years a great improvement in the school citizenship of high-school students. Through student participation in school-control situations, they have come to regard their school as a community in which they assume a large responsibility for the direction and ultimate success of the various school projects and problems, whether in the classroom, corridors, locker rooms, lunchrooms, in the assembly period, in the dramatic performance, or on the athletic field. Along with the increased interest in the development of high-grade school citizenship on the part of school administrators, there has developed an inquiring interest in student qualities other than scholarship on the part of col-

lege authorities. Some colleges and universities now require information concerning their entering students to the extent of a ten- to fourteen-page blank. The personnel bureaus of business and industrial institutions are also making extensive inquiries concerning the qualifications of prospective employees. This demand of the colleges and the business world for information regarding the character, personality, industry, judgment, reliability, initiative, coöperation, native ability, leadership, citizenship, physical vitality, and all-round promise of students has necessitated the keeping of records on these qualities of students. The publicity given to students regarding the information sought by colleges and industry on these desirable qualities has tended greatly to stimulate good standards of school behavior and enterprise on the part of high-school students.

In Tulsa High School several record blanks for the citizenship rating of students by classroom teachers, club sponsors, and administrative directors are filled out each semester. The students' ratings on the individual blanks are transcribed to a permanent office record. This permanent citizenship record sheet serves as source of information concerning a student whenever needed, either within or without the school. The student makes his own record and it stands as made, either for him or against him, in the determination of his various school honors, recommendations, etc. The complete extracurricular participation record of each student is also kept in a similar manner for use as needed.

In the Tulsa High School, the National High School Honor Society furnishes the majority of the assembly-program chairmen and speakers on the high-school assembly programs. For the past several years the president of both the junior and senior classes have been members of the National Honor Society. Likewise, the editors of the school newspaper, the school annual, and the presidents of major school organizations, have been members of the National Honor Society.

I maintain that the objectives of the National Honor Society, if set up and accepted as the ideals of the entire school citizenship, can so catch the student imagination and arouse his loyalties for all that is truest and best as to mitigate the influence of a high-school fraternity. In such a situation a high-school fraternity becomes a negligible factor and can hope to include in its membership, in the main, only those students whose one ambition is a more mature and extensive type of social life than that offered by the school at large to the average boy and girl of high-school age.

In order to provide worthily for the social ambitions of high-school boys and girls, Tulsa High School provides a very rich activity program, supported through the participation of students in the school's activity-budget program. This budget plan is described by Mr. Ward H. Green in another portion of this issue of the CLEARING HOUSE. Enriching the student life through student participation in extracurricular activities and providing for social outlets are further described in an article in this issue of the CLEARING HOUSE by Miss Floy Elliott, dean of girls in Tulsa Central High School.

THE EVALUATION OF STUDENT ACTIVITIES

PHILIP W. L. COX

Despite the general acceptance of student activities as legitimate and significant aspects of the high-school's educational program, frequently there is lacking adequate perspective in their direction or philosophically justifiable standards for their evalua-

tion. So far as "scientific" evaluations have gone, they have, in every case known to the writer, been invalidated by the assumption that a transfer of training to other more or less desirable forms of behavior must exist.

Until and unless the formal curriculum can be conceived as an instrument, not as an end, of education, it is futile to judge of the beneficial or deleterious effects of football or debating on pupils by scrutinizing the grades they make in Latin or mathematics. If we were sure that Latin or mathematics makes for adequate civic participation, for home improvement, for significant leisure-time enjoyments, it might be conceivable that the pupils who are active in the school's student life would show greater or less improvement in the behaviors which would characterize successful Latin students. But to assume that dramatics and orchestra are valueless because pupils who engage in these activities do not know Latin grammar or historical dates or atomic weights would be ridiculous if our "educational scientists" ever reflected on the assumptions which presumably underlie their investigations.

Each type of student activity—almost every example of student activity—must be self-evaluated. Is it life? Is it spontaneous? Does it affect wholesome, human relationships in school and out? If the activity in question does reproduce typical desirable situations of general social living, if pupils do engage in it purposefully and wholeheartedly, and if it does affect human relationships wholesomely, then it is justified in and of itself. Whether the pupils so engaged do or do not succeed in academic studies, brush their teeth, or impress their teachers as "improving"—these are very minor and insignificant considerations. It would be precisely as valid to judge the value and success of Latin by measuring the health habits and social competency of Latin students as compared with these traits in non-Latin students.

Koos[1] cites as steps already taken towards evaluation

(1) The beliefs of discriminating educational workers
(2) The opinions of participants
(3) The extent and nature of pupil participation
(4) The relationship between participation and scholarship
(5) Physical condition and training for citizenship

Koos himself comes close to the position that the writer would take when he asserts at the end of his article that "In some respects these extracurricular activities have an advantage over the usual curriculum content in that they are partially self-evaluative." That is, they are self-evaluated to the extent that they are (1) spontaneous; (2) that they represent extraschool life.

Living is educative; it is education. It is going on twenty-four hours a day and three hundred sixty-five days a year. The school is a controlled environment in which more direction and encouragement can be given to the practices of living than can be given in less formal (but potentially no less educative) places, such as the street corner, the pool room, the drug store, the vacant lot, or in the family, the library, the Scout troop, and the church.

While the first three and the fifth of the steps taken towards evaluation, cited by Koos, are more nearly valid than is the fourth, they too are open to serious objections. Few educational workers are sufficiently discriminating to be free from scholastic prejudices and the preconception that docility is a fundamental civic attitude and behavior. Of the extent and nature of participation, an interesting status study may be made, but it would contain nothing within itself that would tell whether much or little, or a wide or narrow range of

[1] National Society for the Study of Education, Twenty-fifth Yearbook. Part II, 1926 Extra-Curricular Activities chap. XX.

participation is desirable. The physical condition and citizenship qualities of participants and nonparticipants depend on so many factors other than school activities, that they are quite inadequate criteria.

The most hopeful lead of those listed by Koos is, perhaps, number three: the opinions of the participants. This basis at least avoids to some extent the primary difficulty which adults find in an effort to evaluate behavior outcomes. Adult *mores* and approvals may sometimes be potent. To the pupils themselves, however, the good esteem of their fellows, the judgments of their peers, the applause of their immediate "galleries," are much more significant.

Clyde B. Moore of Cornell University has sought to discover the qualities of effective junior-high-school citizenship by asking each of the pupils to describe the "best all-round junior-high-school citizen" in his homeroom.[2] While there may be considerable internal evidence that the pupils in answering had some thought of what Mr. Moore or their teachers might wish included in the descriptions, the results are on the whole pretty reasonable.

An evaluation of pupils by their fellows is, of course, partial. Pupils often know little of their companions' home lives, church lives, or even vacation lives in a suburban community. Hence, in the study referred to, out of 842 traits mentioned, only 28 referred directly to the home (*see* table below).

WHAT RECOGNITION SHOULD THE SCHOOL ACCORD TO SUCCESSFUL PARTICIPANTS IN STUDENT ACTIVITIES?

In the Winfield, Kansas, High School, each student partaking in an activity is

[2] Clyde B. Moore, "Junior High School Citizens," *Elementary School Journal*, XXVIII, 1, September, 1927.

TRAITS SELECTED WITH SPECIAL REFERENCE TO SCHOOL

Traits	Grade VII		Grade VIII		Grade IX		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Active in school affairs, takes part in assemblies, promotes club activities, member of student council, good speaker	5	7	15	17	7	8	59
Good behavior, quiet in halls, keeps healthy, obedient, orderly, careful of public property, works quietly	21	29	56	51	23	17	197
Cheerful, does not become angry, likable	7	1	6	6	9	8	37
Courteous, clean, helps new pupils, kind, neat, not vulgar	16	23	42	59	29	21	190
Coöperative, tries to make class better, takes part in discussions, affiliates with coöperative organizations, such as the Boy Scouts	7	6	24	55	16	16	124
Studious, industrious, attends to own affairs, punctual, does homework, on honor roll, gets good marks, does not waste time	21	25	34	39	31	16	166
Trustworthy, self-reliant, good initiative, leadership, takes responsibility, thrifty, honest, honorable	17	7	12	22	6	5	69
Total	94	98	189	249	121	91	842

graded A, B, or C. If he gains as many as eighty credit points during his high-school career, he is given one of the sixteen points necessary for graduation. Of twenty high schools in which some school credit is allowed towards graduation for student activities, fifteen principals said that the practice had a wholesome effect on their schools, two said that it did not, and four did not answer. Thirteen said that the system of granting such recognition should be retained, two said it should be curtailed, and five did not answer.

According to the New Hampshire Program of Studies of 1919, all studies were grouped—A, B, and C types. Type A included school lessons calling for lesson preparation and recitation; type B were home and leisure-time activities; type C included school student activities. Credit towards graduation could be earned by an approved balancing of the three types of activities in accordance with the plan of any one of the nine curricula proposed.

At Bridgeport, Connecticut, High School, the diploma given at graduation indicates each outstanding achievement of each pupil in the school's civic, athletic, and cultural life.

In many schools and in some colleges the transfer credentials provide spaces for reports on the activities in which students have engaged successfully. Indeed, progressive colleges now call for this information from the high schools in addition to reports on school work, test records, and the rest. A few of the most intelligently selective colleges (e. g., Dartmouth, Antioch) give quite as much weight to personality ratings as to courses completed and marks received.

Junior high schools very often follow the Scout plan, first instituted at Blewett Junior High School of St. Louis, of graded insignia which pupils may earn through civic and extraclass participations. Athletic insignia have long had a very important place in the lives of high-school pupils. Citizenship, debating, and other nonscholastic activities are sometimes recognized in high schools by pins, keys, or letters. Indeed, the National Honor Society, though it vastly overemphasizes scholastic standing in its eligibility rules, gives a somewhat grudging recognition to the social aims of education.

In a broad sense, these awards and credits are all evaluations of the worth of the student activities. Obviously, our schools have far to go before official extrinsic rewards to socially active, artistically enthusiastic, executively efficient members of the student body are as adequate as those given to academically superior youths. Fortunately, however, student activities are usually intrinsically satisfying; hence, school official approvals are unnecessary.

DEGREES AND TYPES OF RECOGNITION SHOULD VARY WITH THE DEGREE OF OFFICIAL SPONSORSHIP AND REGULATION

Based on the amount and quality of oversight given by the school faculty, there are three general types of student organizations which may be distinguished:

A. Those not directly sponsored by the school, such as
   1. fraternities, cliques, and gangs
   2. dance orchestras, Sunday-school classes, and church choirs
   3. Boy and Girl Scouts, Red Cross, and Y. M. C. A. (except as the school does promote formal sponsorship)

B. Those sponsored by the school in "activity periods," lunch hours, after school, or on Saturdays (frequently "chartered" by the student council), e. g., nature clubs, hiking clubs, editorial boards, debating societies, athletic teams, playground activities, dramatic clubs, glee clubs, orchestras, and the like. Sometimes the Hi-Y, Girl Reserves, and Junior Red Cross are included in this list.

C. Those actually accepted as a part of the program of studies, and, hence, not in any true sense to be considered "extracurricular," e. g., classes in journalism, in drama, in debate, in chorus, in orchestra, in physical education, in civic activities, etc.

The same pupils may, of course, engage in some forms of activity under all three classifications. They may be in a class in orchestra, play in a "school band," and belong to a Sunday-school orchestra or one which plays for dances. In fact, Superintendent Dodd of Freeport, Long Island, has found positive correlations not only among these three groups of social activities but also between total activities engaged in and scholarship ratings.

It seems probable that the same dynamic drive and abundant energy that leads youths to engage with adequacy in the many phases of active participatory living leads by and large to scholastic superiority. The school, nevertheless, may reasonably grant its special approvals to those successes that are most nearly allied to its own educational program. It thus often grants graduation credits for type C, citizenship or student-activity insignia for type B, and general approval for some aspects of type A.

ADEQUATE FORMAL EVALUATION AWAITS GENERAL RECOGNITION OF EDUCATION AS A LIFE PROCESS

Education, broadly conceived, takes place as truly in one type of activity as in the other. If school recognition is to accord with educational progress of the individual, some formal awards must be made either for the specific desirable activities wherever and however engaged in, or for the character modifications regardless of how they are made.

In the school which may express this new conception, diplomas (as we now know them) will be unimportant. Intrinsic rewards for contributions to the common weal—public office, leadership, and responsibility—will have permanent places.

"In such a school, the diploma will be subordinated to a completion certificate that will contain an estimate of the capacity and habits of each student in the fields of endurance, distractibility, fatigue, regularity; it will record his reactions to intellectual, athletic, and social competitions, to responsibility, discouragement, and criticism; and it will note his emotional controls, his self-reliance, and self-direction, or his dependence and inferiority.

"Teaching, medicine, law, engineering, farming, homemaking, and all other significant vocations require the very same qualities that make for successful home membership and for successful civic adjustment. In all important fields of human activities there are needed men and women who can get along with each other, and with their superiors and subordinates; men and women who can stand ridicule and criticism; who can persevere in the face of jealousy and friction; who will not wilt under discouragement, nor flare up in anger and pitch their jobs. In fact, the whole complex of vocational knowledges and skills, of civic information, and of household arts form a relatively small part of the value of a person on the job, in the home, in his neighborhood, or in his larger community. More important characteristics are his temperamental attributes, native and acquired."[3]

The school that is courageous enough and resourceful enough to give formal recognition to the prominence of these qualities will most adequately evaluate the truly educational activities of its pupils, whether these activities be classified as curricular, "extracurricular," or extraschool. The school itself will thus become articulated with life itself.

[3] P. W. L. Cox, *Creative School Control*, p. 305.

JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE BREAKFAST

On Monday, February 24, at 8.00 a. m. the editors of the JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE will meet at breakfast in the Hotel Runnymede at Atlantic City. We shall be pleased to receive from any of the editors suggestions as to ways in which the magazine could be made more useful. Such suggestions will be given careful consideration, not only at this meeting of the editors, but at any time that they may be received.

A PROGRAM OF EXTRACURRICULAR ACTIVITIES

EFFINGHAM C. MURRAY

EDITOR'S NOTE: *Mr. Murray is an instructor in history at the new DeWitt Clinton High School and has charge of the reorganization of clubs and other extracurricular activities there.* D. I. M.

Two hundred years ago, when secondary education avowed no purpose except the preparation of pupils for the "higher branches" of learning, it was, perhaps, reasonable to assume that the whole duty of the school lay in teaching subject matter. But in 1930 helping children to learn to live implies a much broader aim on the part of the secondary educator, and a bigger problem.

With this aim and problem as they apply to the curriculum we are not concerned here. We shall seek a program of extracurricular activities articulated with the curriculum but functioning independently of it and working towards the same goal, the broadest possible education of children for living.

For all the time we have had schools, there has been a great body of adolescent activity outside of the schools that has played a vital part in education. The old swimming hole that annually drowned a number of boys, the baseball nine whose games frequently ended in bloody battles, the girls' doll houses and dressing-up parties, and all the other games, play, and work of adolescence were educational forces whether or not the school recognized them. To-day the vast majority of schools avail themselves of the opportunity for education in the extracurricular by organizing and directing "the worth-while things that boys and girls are going to do anyway."[1]

Some few, very few, critics still seem to fear lest the side show run away with the circus. They neglect the pertinent point that if the side show can demonstrate greater value it should dominate. Though that is not to say that there is any serious purpose to make it do so.

Of late years there has grown a most significant movement in education. Groups of educators in a number of our cities, anxious to pioneer, resentful of restrictions, have organized "free," "modern," "experimental" schools in which discipline is almost entirely subordinated to motivation; where children do those things, study those subjects which are presented so as to appear immediately important and significant. This is the essential idea of the extracurricular activity, spontaneous, well-motivated self-action in learning.

To develop an extracurricular program and articulate it with the curriculum in such a way as best to achieve the joint aims of the two, there are six immediate objectives which must be considered.

1. *To capitalize the imitative impulse in children.* Children will make up their own games, and, if left to themselves, will play at the vocational activities of their elders. In primitive societies boys learned the business of life, fighting, in their games. In modern societies they will play at being soldiers, carpenters, doctors, lawyers, and all else, and they will gain inestimably valuable experience to guide them in a choice of a vocation, to answer those vital questions of adolescence: "What shall I study next?" and "What shall I do when I shall have been graduated?"

2. *To organize, direct, and apply the educational forces in all children's lives outside of school.* The child meets his teachers in the classrooms for six hours a day, five days a week, twelve years of thirty-eight weeks each, from the time he enters school

[1] Dr. Thomas H. Briggs.

up to his eighteenth birthday. That is a small part of all his waking time in those eighteen years. In his other time he is in contact with homes, older brothers and sisters, parents, gangs, jobs, vocational experiments of his own, all the multitudinous activities of life, and he learns about living from them. The clubs, societies, and teams of the extracurricular program can organize, direct, and encourage what is worth while in all this vast field of educational material.

3. *To capitalize the gregarious instinct.* Man learned many millennia ago that he could accomplish more with less effort and more pleasantly if he worked coöperatively. Children are imitative and, moreover, they are subject to the same influences that educated their ancestors. The extracurricular program seizes the gregarious instinct and guides it to constructive educational processes.

4. *To motivate and enrich school work—the curriculum.* Pupils complain of their schoolwork that it is uninteresting. Anything that we do not understand is that to all us adults. The subjects of the school curriculum lack motivation to the average pupil; he does not know where he is going or why he wants to get there. But any worth-while club program will take cognizance of the curriculum and will feed and motivate the classroom courses. The boy who is faced with a problem in forensics for an intraclub debate on "Home Rule" will read the "Reply to Hayne" with a new interest.

5. *To develop worthy ideals of service.* In the classroom the pupil learns *about* service. He reads about Washington and Roosevelt, about Pasteur and Walter Reed, and he may want to emulate them without knowing how. But in the First Aid Club, for example, he will learn to serve by serving his fellows and the school community.

6. *To develop closer acquaintance between teacher and pupil.* In the classroom there must be a certain amount of formality. No matter how much the teacher may will to avoid it there must always remain those bugbears: discipline; accomplishment; standards; and tests; and the pupil will remember. But in the club, teacher and pupil are partners, pioneers together, and friends.[2]

These six objectives incorporate the whole body of principles of the National Education Association, the "Seven Cardinal Aims." Athletics first won the respect of an adult world when it was realized that interest in them led to the care of health. Fundamental processes win the respect of children as they use them in their outside lives. Worthy home membership, civic responsibility, vocational experience, and a background for the worthy use of leisure are all learned by doing in the imitative activities. And the ethical character that is acquired through practising ethics on the football field becomes a constructive part of the boy.

In DeWitt Clinton High School of New York City, a senior school of 8,000 boys where such a program as this has just been initiated, the ideal has been set up of 100 per cent voluntary pupil participation in some club with a definite purpose to meet a real social need. That this can be achieved may be doubted, but the results so far have been encouraging.

To ensure a program of sufficient variety to interest every one in so large a group, two questionnaires were circulated: one to the faculty and one to the boys. In each, lists of possible clubs were printed, but these were suggestive rather than complete with the object of getting the ideas of the school about what would be interesting. The results of the questionnaires were tabulated, lists of the clubs elected, fifty differ-

[2] Of the above objectives, 3, 4, 5, and 6 are respectively numbers 1, 3, 4, and 5 of Harry C. McKown in his book *School Clubs* (The Macmillan Company, 1929).

ent ones, were published, and the boys enrolled in the club of their choice, first choice when possible but sometimes second or third. The faculty was asked to elect clubs, too, as faculty advisers must be a part of any club program.

Fridays the school time is divided for nine periods, six classes, an assembly, a lunch, and a club period. From nine o'clock to eleven-forty four classes meet, then for two hours the school is divided into three groups which alternate with each other till all have had assembly, lunch, and club time. At one-forty the school goes back to classes. This arrangement permits the clubs to meet in school time, an essential for 100 per cent pupil participation, as many boys work after school. The boys are not required to join clubs, but all except a very few, fifty odd, did so. And this response, together with their interested questions and discussion, led to the characterization of the results as "encouraging."

THE PAGEANT TYPE OF PROMOTION

HELEN L. MILLER

EDITOR'S NOTE: *Miss Helen L. Miller is the head of the English department of the Hannah Penn Junior High School, York, Pennsylvania. She is the co-author of three promotion pageants which are used as the ceremony of promotion for the junior high school. These pageants have received nation-wide recognition. Miss Miller was also one of the co-chairmen in the staging of these semiannual productions. She is also the author of* Our Progress Book in English, *Books I, II, and III.* D. I. M.

The Hannah Penn Junior High School of York, Pennsylvania, has satisfactorily demonstrated the practicability and general effectiveness of the pageant as a significant and purposeful ceremony of promotion. During the two and a half years that the school has been in existence, five classes have been promoted to the senior high school, and upon each occasion the actual promotion has taken place as an integral part of a pageant play written and produced by the faculty and students and designed to interpret certain fundamental principles of modern education to the community. The adoption of the pageant as a promotion ceremony avoids the necessity of a miniature senior-high-school commencement, and at the same time makes a memorable occasion of an event which is of outstanding significance in the life of an adolescent boy or girl. It has been the policy of the school to discourage the use of the term *commencement* and consistent efforts have been made to build up the *promotion* idea among citizens of the school community. The continuity of the pageants has also stressed that principle with a view to educating patrons to that function of the junior high school known as "bridging the gap."

Pupil participation is the guiding principle of a promotion program under the pageant plan. The five classes promoted from the Hannah Penn Junior High School have averaged about two hundred and eighty-five in membership. The casts of the various pageants have varied from eighty-five to one hundred and twenty-five. In addition to acting groups, costume and property committees have increased the number of children participating in their own promotion to half the class enrollment. The selection of the cast is done largely on the basis of ability. However, scholarship and citizenship are considered in cases where a choice is possible and an effort is made to include members of the honor roll

so long as the success of the production is not endangered.

The three pageants presented by the ninth-grade classes of the Hannah Penn Junior High School were written and directed by Miss Helen L. Miller and Miss Beulah M. Bradley. The first one, given in May, 1927, was entitled "The Crusade of Progress." It aimed to transmit the idea of bridging the gap between the junior and senior high schools and emphasized the necessity for continuing the process of education beyond the limits of the junior high school. The theme was localized to suit the historical environment of the school building which is located on the north side of Penn Common, a tract of land given to the city of York by the Penn heirs.

After a second presentation of "The Crusade of Progress," Miss Miller and Miss Bradley wrote a second pageant called "Alladin's Garden." Based on the old tale of Aladdin and the wonderful lamp, it interpreted the idea of the four powers of education, the home, church, state, and school, stressing the necessity for close coöperation among the four in our modern system of education. In both pageants the certificates of promotion were given to the children by characters in the play and the class was received into the senior high school by a character played by a student of the senior high school.

The third pageant to be produced by the Hannah Penn Junior High School was "Through the Portals." The plot was based on the tremendous importance to be placed on the thoughts, activities, and training of children as the foundation for their achievement as adults. As in the other promotion ceremonies, the children received their certificates at the hands of their own classmates and as an episode within the pageant itself. The entire promotion program including a speech of welcome by the principal, Mr. E. A. Glatfelter, the awarding of certain prizes, and the pageant itself with the distribution of certificates did not exceed two and a half hours.

Costumes and properties for promotion pageants are made by the students and teachers. The production of each of the pageants has been characterized by a strong spirit of helpful coöperation among all departments of the school. The physical-education department has been responsible for all drills and dances and the music department has sponsored all chorus and instrumental work. The departments of home economics, manual training, sheet metal, and art have been responsible for costumes and properties. The various classroom teachers were also involved in the handling of details incidental to the efficient management of dressing rooms. Rehearsals varied in duration from three to four weeks. Rehearsal periods were scheduled for after school until the week following ninth-grade examinations when school time was used for that purpose. No admission fee was charged for any performance. The money for defraying the necessary expenses was taken from the school fund which has its source in the profits from the annual production of a musical comedy which is in the charge of the director of school-life activities.

The advantages of the pageant type of promotion over the regulation commencement, according to the five successful experiments carried out by the faculty and citizens of the Hannah Penn Junior High School, may be grouped as follows:

1. The coöperation of pupils and teachers in a purposeful and worth-while activity
2. Pupil participation on a larger scale than was formerly possible
3. A medium of interpreting principles of modern education to school patrons
4. An interested audience that does not get tired.

SETTING STANDARDS FOR THE HIGH-SCHOOL ASSEMBLY

HARRY C. McKOWN

EDITOR'S NOTE: *Dr. Harry C. McKown is a professor of secondary education in the University of Pittsburgh, Pittsburgh, Pennsylvania. Two volumes from his pen,* Extra-Curricular Activities and School Clubs, *have been published by the Macmillan Company. Through his teaching, addresses, and numerous inspiring articles, Dr. McKown has had outstanding influence, giving wholesome direction to the student life.* P. W. L. C.

Very little in the way of real contributions to the literature dealing with the school assembly programs has been made during the past few years. Most of the material published has been theoretical in nature, dealing with purposes and principles, and much of it has been reiteration. A summary of this material reveals that we are now more or less agreed that the assembly should unify the school; educate the school in common integrating knowledges, ideals, attitudes; motivate and supplement classroom work; widen and deepen pupil interests; inspire to more worth-while use of leisure time; develop the aesthetic sense of the pupil; instill the commonly desired ideals and virtues; give public recognition to worth-while achievements; promote an intelligent patriotism; correlate school and community interests; and develop self-expression.

We are also more or less in agreement on the principles that the assembly should have both educational and inspirational merit; be primarily educational and not religious in character; have interesting variety; represent the work of the entire school; aim more to educate the audience than the participants; be held regularly; utilize the various types of expression—demonstration, exhibition, dramatization—and that provisions should be made for the setting of definite standards.

It is the purpose of this article to attempt to delve a little deeper into one phase of the assembly heretofore almost neglected—capitalizing competition in setting standards for the assembly program. Doubtless, the procedures discussed here are being followed in some schools, but at least they have not become common practice, and there is, therefore, a place for a brief article describing them.

Frankly, we, as school people, do not know what a good assembly program really is. This, when we consider that thousands of programs are given each year in American schools, is a startling statement. But if the reader doubts it, let him take a dozen or fifteen programs, examine them, and then say he is ready to defend his decision that any three of them are better than the others. The writer, in preparing a manuscript for a forthcoming book on the topic of assembly and auditorium activities, made a study of everything that has been written on the subject, analyzed several thousand actual programs, and tried, out of this, to come to some conclusion as to what constituted a good program. At the close of this study, he was not much nearer a solution than he was at the beginning. We have no set standards for this activity; hence, we have nothing by which we can even fairly well judge the worth of a program. Commonly accepted standards may not necessarily have any real merit: for instance, pupil interest may not be an accurate criterion of value (a magician's performance may be exceedingly interesting, but be without particular educational or inspirational significance); neither is the number of participants, nor are the opinions of faculty members and principal demonstrable stand-

ards of the excellence of assembly programs.

One of the best methods of improving anything is by means of wholesome competition. When we compete with others in a race, debate, or contest of any kind, we are motivated to do our best. This motivation is usually lacking when we merely do the thing without being under the stress of competition. The runner can run faster against real competitors than he can against time; the team can play better against a good team than it can against the scrubs, and the debator, orator, or musical contestant, can do a better job of it when he meets actual competition, than when he just practices. This is because he calls upon his reserve power which normally he does not need or use.

Further, any competiton demands that standards be set, because judgments are relative, one contestant is faster, better, heavier, prettier, or older than the others, all being judged on the same scale of efficiency or success.

Naturally, too, such competition adds interest and zest to any project. How few people, for instance, attend the practice football games of a school or college, and how many times this number attend when practice games are over and good stiff competition appears. Such competition, then, adds to interest whether we be participant or spectator. If we could challenge the pupil in arithmetic, foreign languages, English, or science as he is challenged on the football field, tennis court, or debating platform, we would certainly do a much more efficient job of teaching him his formal lessons than we are doing today, and how much more attractive the school would be to the student.

Now applying this program of competition to our assembly schedule, let us start wholesome competition among school groups for the honor of putting on the best assembly programs. A committee of the school council or a board composed of both teachers and students plans the assembly schedule for the semester or year. Dates are assigned on the basis of classes, sections, homerooms, clubs, or teachers, and each group is entirely responsible for the program on its particular date.

This assembly committee will offer suitable awards to the groups which are adjudged the winners. Several awards are preferable to one only because of the added possibilities of recognition. The award might be a fine cup, suitably engraved. It might be kept in the homeroom winning it, or better yet, might be displayed in the school's trophy case with an appropriate explanation, copy of the winning program, picture of the group, roll of the members, and other interesting details. Another type of award is a certificate suitably framed, giving the details mentioned above. A pennant might be awarded. A small pin, school assembly letter, color, or monogram, might be awarded to each member of the winning group, to be worn until another contest is staged, and another winner declared. Other awards might be a sum of money to be used in the group's purchase of books and materials in furtherance of group interests, activities, and programs; a trip to the city, or to some neighboring point of interest and value—a museum, library, art gallery, or some educational exhibit or spectacle. In any case, the award will be attractive enough so that those who win it will not be easily and successfully ridiculed by other pupils who feel they missed little because they did not win. Wide publicity will be given through school and community publications and in other ways.

Naturally, any such competition will have to be judged and standards will have to be set. Although these standards may be set by an officially appointed committee, it would be wise to have the entire school help to set them. Not only will the school be

more interested in the plan because of its participation in the development of these standards, but it will be better educated in what the assembly program should be, for having thought constructively about it. The assembly committee may call for definite suggestions on rating the programs, then take these suggestions, put them into suitable shape, and have the entire school ballot on them. Debates, homeroom discussions, newspaper publicity, and even assembly projects might well be built around these standards. Some form of score sheet or table will be necessary in order that ratings and scorings may be made and filed away until time for final consideration. Otherwise, the later programs of the semester, because of their recency, would have an advantage over the earlier. Two possibilities in scoring are here evident. The first is to have the ratings made by the school at large, each pupil using a copy of the rating sheet, and these figures averaged for the final mark. The other alternative is to have a committee rate the programs. This second plan would be the more easily administered, and would likely represent more competent work, but the school might lose something because it did not do the actual rating of each program.

ASSEMBLY PROGRAM-RATING SCALE

HARRY C. MCKOWN

Directions: Read the definitions of the various items shown below. Listen to the entire assembly program, and then rate it as a whole on the various items of the following classifications. Under "QT" (Quantitative Translation) place the figure which represents your rating in each item. Add these figures for a "TOTAL SCORE."

Material	*Highest*	*High*	*Middle*	*Low*	*Lowest*	*QT*
Appropriateness	5	4	3	2	1	
Interestingness						
Originality						
Quality						
Variety or unity						
Resourcefulness						
Presentation						
Attractiveness						
Characterization						
Excellence of performance						
Originality						
Resourcefulness						
Stage effects or equipment						
Estimated Value in Achieving the following Purposes, Objectives, or Values						
Unify the school						
Educate in school integrating knowledges, ideals, attitudes						
Motivate and supplement school work						
Inspire to worthy use of leisure						
Widen and deepen pupil interests						
Develop aesthetic sense of pupil						
Instill desired ideals and virtues						
Develop self-expression						
Recognize worth-while achievement						
Promote intelligent patriotism						
Correlate school and community						
Total Score						

DEFINITIONS

Appropriateness	—Suitability, timeliness, fitness, tastefulness
Interestingness	—Effectiveness in attracting and holding attention; charm; impressiveness
Originality	—Freshness, novelness, creativeness, inventiveness
Quality	—General caliber, character, or excellence
Variety or unity	—Pleasing and suitable variety; or one unified purpose or theme
Resourcefulness	—Skill in adaptations; overcoming limitations
Attractiveness	—Success in exciting interest and captivating attention, delightfulness
Characterization	—Interpretation, delineation, rendition, dramatization
Excellence	—Evidence of thorough preparation; articulation of parts
Originality	—Unusual, novel, or clever methods of presentation
Resourcefulness	—Ability to capitalize available means and materials
Stage effects or equipment	—Suitability, originality, accuracy, and completeness

Any program will be concerned with three major elements, values, material, and presentation, and these may be easily broken up in smaller items or elements. In order to suggest one possibility, the rating scale on page 276 is included. It is not a finished product, some of its apparent defects will be discussed below, but it is at least an attempt to get closer than we now are to an answer to the question, "What constitutes a good assembly program?"

It is fairly easy to rate a program on the items in the first two main sections of the scale, but it is conceivable that a program which rated high in material and expression might rate low when measured in terms of the purposes or values of the assembly program. It will be seen that the third part of the scale represents changes, amounts, or extents, which cannot be accurately measured. For instance we have no measure of the extent to which a program may "unify the schools," "widen and deepen pupil interests," or "correlate school and community interests." These are more subjective than objective in nature, and are admittedly difficult to estimate. Consequently, we will merely have to make a rough estimate of the extent to which the program has contributed to their development. Arbitrary ratings will be necessary but will be fair in that they will be arbitrary in all cases, and because all programs will be judged on the same scale, the difficulties faced will be more or less equal in all situations.

It may be argued that the main value of the program is not to be found in the quality of its material or in the excellence of its presentation, but in the attainment of the purpose for which it is staged, and the two sections, "material" and "presentation," are but the mechanics by which the values and purposes are attained, and that the main judgment should be made upon the results and not upon the mechanics. This is true, but these first two are included to indicate some of the elements which constitute successful programs and to include some items in which definite judgments are more possible than in extents of the outcomes themselves.

A second possibility of criticism of this scale is that it presupposes that the list of objectives included is complete. This may or may not be so. But, it does represent what the author found in an exhaustive search of the literature, and all those items which competent thinkers in this field have advocated as being the objectives and values of the assembly program.

Such a rating would also presume that these items are of equal value. But we have no way of determining whether "unifying the school" is more or less important than "developing the pupil," or "motivating and supplementing school work" is more important or less important than "instilling commonly desired ideals and virtues."

Further, certain types of programs will emphasize certain objectives and relatively neglect others. For instance, an Armistice Day program would certainly do more to "promote an intelligent patriotism," than it would to "develop the aesthetic side of the pupil," and a "music program" would do more to "develop the aesthetic side of the pupil," than it would "to build an intelligent patriotism." All this is true, but at the same time, in using the same rating plan containing a dozen or twenty items on a dozen different programs, no great unfairness due to particular type of program would result.

On the other hand, the fact that there are several pretty definite objectives or values to achieve and the fact that the pupils know what these are should mean that the groups would work more directly and definitely towards these goals, and further, because they knew that a program which approached, approximated, or achieved several of them would be given a higher rating than a program which approached, approximated, or achieved only one or two of them, the group would endeavor to achieve as many as possible. In short, no group would be handicapped in any way because of the narrowness of the aims of a particular program.

The idea of definitely rating assembly programs is sound, if "everything that exists, exists in quantity and therefore can be measured," even if there are defects in the plan suggested above. The author does not hold that this is the one and only plan by which assembly programs may be scored. This is a first attempt and all first are crude when compared with twenty-firsts or fifty-firsts. Developments in measurements will come in this field if we are interested in improving this activity or in knowing how profitably our time and energy are invested in it.

In conclusion, let us recognize the natural desire of the pupil to compete, intelligently direct this competition in the production of assembly programs, set standards by which programs may be adjudged, and thus demonstrably improve this important phase of school life.

AFTER-SCHOOL ATHLETIC AND RECREATION ACTIVITIES IN THE SENIOR HIGH SCHOOLS OF ROCHESTER, NEW YORK

HERMAN J. NORTON

EDITOR'S NOTE: *Mr. Herman J. Norton is the director of health education in the public schools of Rochester, New York.* D. I. M.

During the past fifteen years, the after-school athletic and recreation program in the Rochester high schools has been developed with the idea in mind that athletic activities should be conducted for the many who need such training almost as well as for the few (superior athletes) who need it least. In other words, the athletic program has been definitely organized and administered with a view to providing an equal opportunity for all boys and girls, physically capable, to participate in seasonal indoor and outdoor athletic and recreational activities such as soccer, cross country, field hockey, basketball, swimming, skating, ice hockey, wrestling, fencing, baseball, golf, tennis, volley ball, track and field, miniature yacht racing, archery, horseback riding, horseshoes, and hiking. While participation in the above activities is optional with the students, definite efforts have been made to enroll numbers sufficient to use school and community facilities to their greatest capacity. The educational objectives of such a broad athletic and recreational program are many. A few of the

major aims may be summed up as follows. The athletic field is a laboratory for conduct and it is there that boys and girls while participating in wholesome outdoor activities learn to love games and sports for the fun they get out of participation; they experience the give-and-take of social contacts; they learn to appreciate and respect hygienic rules relative to exercise, food, rest, and cleanliness; they develop physical and mental health; they are placed in character-developing situations which strengthen or develop those moral qualities of courage, courtesy, fair play, honesty, and good sportsmanship which are requisites for good citizenship and leadership in modern business, industrial, and professional life. In the field of character education, the play field offers a unique opportunity, provided worth-while objectives underlie the plans and methods employed.

If an after-school athletic and recreational program is to be successful, there are a few very definite organization principles which must be kept in mind. First, the program must be organized as a part of the school curriculum and recognized as such by the principal, school teachers, and students. Second, the activities must be organized on a plan which will secure their inherent educational values. Third, a course of study listing the objectives, the activities, and the techniques or methods and processes must be prepared. Fourth, periodic meetings of the high-school health or physical-education teachers with the city director of health education or his supervising staff must be held for the purpose of discussing the course of study and standardizing the organization and administrative procedures relative to intraschool and interschool athletic programs, league schedules, officials, eligibility rules, sportsmanship standards, etc. Fifth, periodic meetings of school principals and the director of the health-education department must be held for the purpose of developing and approving the city-wide high-school athletic policy. Sixth, paid faculty members possessing high ideals must be provided to assist the high-school health or physical-education teacher when the student demand for after-school athletic activities forces the regular physical-education teacher to carry more than the standard teacher load.

In each of the six senior high schools, the intraschool athletic program for boys is divided into a three-season program as follows:

Fall	*Winter*	*Spring*
Soccer	Basketball	Track
Cross country	Volley ball	Baseball
Volley ball	Swimming	Golf
Tennis	Fencing	Swimming
Playground ball	Archery	Tennis
Golf	Rifle	Playground ball
Swimming	Wrestling	Hiking
Fencing	Tumbling	Horseshoes
Archery		
Rifle		
Horseshoes		
Hiking		

The table on page 280 gives a statistical picture of the extent to which the high-school boys availed themselves of the opportunity to participate in the after-school athletic program during the school years 1927-1928. The figures for the year 1929 are not yet available. The range in the percentage of participation in the various schools was 51 per cent to 91 per cent and in the case of schools with low percentages, they were low because of limited facilities.

The table on page 281 shows the total attendance of pupils participating in the after-school athletic programs for the years 1927 and 1928.

The teacher service required to conduct the boys' after-school classes in athletics in the six high schools during the year 1928 included eleven regular physical-education teachers and thirty-one faculty assistants. These assistants have usually had playing experience in, and the right attitudes towards the activity which they teach, and

SCHOOL	R_2		S_2		W_2		T_2		U_2		V_2	
	1927	1928	1927	1928	1927	1928	1927	1928	1927	1928	1927	1928
Total school enrollment (boys)....	658	1299	678	650	1006	1041	247	282	..	254	356	453
Number of students participating in at least one sport.....	422	909	474	429	634	672	227	247	..	186	182	270
Percentage of participation.....	64	70	70	66	63	67	91	88	..	73	51	60
Number of students participating in just one sport.....	278	456	166	123	90	230	62	99	..	104	14	132
Number of students participating in two sports.....	106	290	111	114	428	428	100	50	..	43	103	84
Number of students participating in three or more sports.....	38	166	197	192	116	14	65	98	..	39	65	54

they are glad to assist the regular school physical-education director in the promotion of a mass athletic program.

The Rochester School Board pays the instructor at the rate of $.80 per hour for each athletic or recreation class taught. As a general rule, each class is scheduled for a 2½ hour period each week.

Inter-homeroom and interclass leagues are organized and conducted in many of the above activities throughout the year.

In addition to the interclass and inter-homeroom activities, contests are scheduled between the members of a special activity class or group. For example, the members of the swimming class which meets on Monday will receive their regular class instruction for the day, after which time they will compete against one another in diving or swimming races and water stunts.

Each high school enters four school-representative teams in the interschool athletic league contests. These teams include the first team, the reserve team, the freshman, and sophomore teams. The interschool program is presented so that the superior athletes, those boys who have developed a high degree of physical fitness and skill in the various activities, may be given a chance to enjoy the thrill which comes from playing a game with opponents who have approximately the same degree of physical fitness and playing skill. In other words, the interschool contests are provided for the few (superior athletes) who need such training least but who are just as much entitled to interesting physical competition as the great mass of students (sometimes called "dubs") who need such training most. In other words, the superior athlete must be given a superior type of competition in order to make him extend himself and play up to the best that is in him. The same educational procedure is followed in the care of the child with the superior intellect. He is placed in a class with other superior-minded children and a program is given to this class which will challenge their best mental efforts. This is good business procedure from every standpoint. No community, however, should provide a program of physical activity for the physically fit and superior athlete until it has established a program for the great mass of students who need such activity most.

All high-school first teams in Rochester participate during the year in interschool league contests in cross country, soccer, basketball, swimming, skating, tennis, golf, baseball, track and field, and wrestling.

Each school reserve team competes in soccer, basketball, and baseball league separate from the first-team leagues. In such sports as cross country, track and field,

THE PUPILS PARTICIPATING IN THE AFTER SCHOOL 1927 AND 1928

Activities	1927							1928						
	Schools							Schools						
	T_2	U_2	R_2	S_2	W_2	V_2	Total	T_2	U_2	R_2	S_2	W_2	V_2	Total
Basketball	3588	407	3267	2985	3559	1644	15400	1978	2279	3209	2825	7100	2643	20034
Soccer	2662	982	1871	1337	680	1348	8880	1776	1058	2215	2071	1539	2235	10894
Tennis	269	..	205	30	62	86	652	1138	199	98	143	222	97	1896
Wrestling	569	36	788	518	624	255	2790	561	300	818	808	326	854	3667
Track and Field	84	..	1164	1105	1358	526	4237	379	673	632	3160	1083	1213	7140
Swimming	618	188	2234	1978	1313	37	6368	797	970	1039	1820	2182	519	7327
Skating	78	..	..	..	115	..	193	40	20	..	..	54	44	158
Dodge Ball	..	..	..	..	238	..	238	556	..	..	..	..	..	556
Rifle Club	..	..	108	..	..	..	108	..	..	391	..	..	..	391
Volley Ball	..	..	..	..	332	..	332	128	..	..	..	..	..	128
Yacht Club	..	..	..	..	..	..	..	..	..	902	..	..	..	902
Baseball	1680	..	2761	796	1793	1851	8881	1163	1777	2191	1404	1369	1049	8953
Golf	35	..	..	32	297	..	364	400	32	30	102	413	117	1094
Playground Ball	..	..	..	847	..	..	847	..	..	..	1072	1486	262	2820
Handball	38	..	..	..	..	..	38	159	..	..	..	..	..	159
Cross Country	..	..	..	..	..	..	..	..	37	472	768	320	299	1896
Gym Club	..	..	..	..	..	..	..	..	..	1141	..	..	..	1141
Archery	..	..	..	..	..	..	..	..	..	355	..	..	..	355
Hockey	..	..	..	..	..	..	..	9	350	..	..	..	112	471
Miscellaneous	..	..	..	..	..	..	..	313	..	..	..	..	..	113
Total	9571	1613	12398	9628	10371	5747	49328	9397	7695	13493	14173	16094	9443	70295

swimming, golf, wrestling, and skating, no distinction is made between first and reserve team squads because the meets are usually organized in such a way as to allow any eligible high-school student, physically capable, to enter. In other words, most of the meets are open to unlimited entries. The freshman and sophomore school teams participate in soccer, basketball, and baseball league contests restricted to members of these classes. In addition, meets are provided for the freshmen in track and field, swimming, and skating because our eligibility rules do not permit freshmen to play on first teams.

At a staff meeting of all senior high-school physical-education teachers held in the fall of 1927, a very frank discussion developed regarding the possible improvement of coaching methods then in use in interschool athletic contests. We had just launched a course of study-revision program and were looking for ways and means of improving our program and teaching methods when we were asked by the State Director of Health and Physical Education at Albany, to consider seriously the adoption of General Regulation No. 1 in our interschool athletic contests. This Regulation called for the following procedure:

1. After the contest has begun, no coach or other adult, save the duly constituted officials governing the contest, shall interfere with the activity of the contestants.
2. This regulation must be interpreted as prohibiting sideline coaching, which is now prohibited by rules in certain sports, and also as prohibiting substitutions, or coaching between halves, *by any others than the contestants themselves.*
3. Violation of this regulation shall result in the suspension of the school whose representative is at fault for a period of one calendar year from the date of infringement.
4. This rule does not prohibit a coach or his representative from ordering the withdrawal of any contestant at any time, for any reason, but no contestant withdrawn by a coach or his representative may return to the same contest.

   Coaches may attend to physical injuries of their team members at any time during games or between periods of play.
5. This regulation should not be interpreted as a restriction upon the legitimate activities of adults responsible for the education of youth; on the contrary, it should be welcomed by such persons as emancipating them from a responsibility which has hampered their influence as teachers.

   The responsibility of coaches to develop character, sportsmanship, and leadership as well as playing skill is recognized and emphasized by this regulation.
6. It is suggested that coaches remain together during the playing periods.

In support of the idea in back of the regulation, the meeting of physical directors gave serious thought to the following statement of S. A. Courtis of the Detroit Public Schools.

> The failure of conventional teaching lies in the fact that it does not recognize that true education results only when an individual purposes, plans, acts, judges, and generalizes for himself. Consequently, after the children have once formed satisfactory purposes, they must be made wholly responsible for the achievement of their purposes, the teacher abstracting himself and watching the struggles of the children to achieve their goals.

At the close of the staff meeting, the group agreed that it was in line with the best educational procedures to try out any plan which promised to give the athletes a chance to shoulder responsibilities which would tend to develop a greater degree of self-direction in individual behavior. Every member of the conference pledged himself to keep an open mind on the value of the regulation as we tried it out in our interschool athletic contests during the school year 1927 and 1928.

After a two years' trial, every high-school physical-education director is convinced that we have improved the learning situation in athletic contests through the use of General Regulation No. 1. We believe that the development of the individuality of the student is of vital importance and that this

development can best take place when the student is held largely responsible for developing his own personality through an educational program properly organized to enable him to do so. We believe that the captain and his team mates are placed in an ideal learning situation when they are held responsible for their own judgments and acts during the game. What situation could be more democratic and more valuable in teaching students to develop self-direction than to have them follow the leadership of their own team captain while the game is being played? They do not look to the coach for instructions as to what to do when certain situations come up. The students get together and try to figure out the best way in which to act when in doubt. Of course, they will make mistakes but they will learn more readily by "doing things" themselves and finding out through the trial and error method than if the majority of the difficult situations are thought through by the coach and his judgments are followed.

Dr. Harry Emerson Fosdick in speaking of moral training said, "The modern student should guide himself but must be educated in the way of independence."

Rochester coaches are trying to carry out the instructions of the old French king who gave only one rule to his son's tutor, "Make yourself useless as soon as possible." On the surface, the application of this sounds cruel but the fact is fundamental that parents as well as coaches must not decide everything for their children. The public has in the past been prone to place undue responsibility on the coaches for winning or losing the game. The regulation justly places some responsibility on the players.

We believe that the physical-education director whose team is playing under General Regulation No. 1 now has time to use a score card in checking up the social and moral as well as the physical behavior of his players. The coach can devote the time which he formerly gave to directing the team's play (after the game started) to a study of the degree to which the objectives of courtesy, honesty, and good sportsmanship are being realized. After all, it isn't the winning of the game that counts, the important thing is, how was it won? "For when the Great Scorer comes to write against your name, he writes—not that you won or lost, but how you played the game."

We furthermore believe that the time has come when the physical director in a high school must become more of an organizer, leader, and administrator in the handling of his whole physical-education program than he is today. He must not consider it his duty to coach all the first or interscholastic teams. His chief interest should center around the weaker students in an endeavor to bring them up to at least a general average in ability. He should spend much more of his time conducting the after-school athletic program for the masses than he does in conducting a similar program for the few superior athletes. He can do this if he will select a faculty member who has played, say, basketball, and who is interested in helping to provide an athletic program for all students.

An after-school athletic and recreation program similar to the one outlined for the senior high school is conducted for the junior-high-school students. General Regulation No. 1 is used in all interschool contests.

If the reader is interested in getting a personal reaction from the Rochester physical-education directors as to what they think of General Regulation No. 1 after a two years' trial, just write to the office of the State Director of Health and Physical Education at Albany, New York, and ask for a copy of a leaflet entitled, "Returning Inter School Games and Sports to the Original Owners." The leaflet costs ten cents postpaid.

It is true that in the past and to a large

extent in the present, the thought uppermost in the mind of the general public has been to win! This point of view regards other objectives as by-products and side issues.

The newer educational point of view denies this position. Current objectives, programs, and practices are being studied and evaluated as never before. The recent Carnegie Foundation study of college athletics is typical of this spirit. Eventually many objectives regarded now as side issues will become the major objectives and winning and losing contests will become incidental to the attainment of these desired end results. Finally programs will result, furnishing wholesome play and recreation to all, programs in accord with modern educational procedure and devoid of many of the features which at present require sacrifice of health, honor, and principles on the part of our boys and girls to the god of victory.

In conclusion, may I call your attention to the definition of a sportsman which was presented recently by Professor Kennedy of Princeton University at a banquet of the Sportsmanship Brotherhood in New York City. Wouldn't it be a splendid accomplishment if all boys and girls being graduated from high school could measure up to the high standard of sportsmanship behavior advocated by Professor Kennedy?

> A sportsman is one who loves the game for its own sake, who has a scrupulous regard for the rules of fair play, and strives under these rules to pit his best against the best of an opponent whom he respects; who admires excellence in the game for its own sake and who pays an instinctive tribute of respect to excellence whether it be his own or that of an opponent; who in the stress of competition strives to the utmost without descent to breach of rule or vindicative spirit, who hates a quitter, an alibi or a boast, who in the course of the game preserves courage in the face of odds, and dignity, self-respect, and good will in the presence of defeat; who delights to meet all comers upon the democratic fields of sport with a recognition that it is well for youth to have this early training in the knowledge that in the life of a great democracy he is the better man who proves it.

THE ACTIVITIES BUDGET

WARD H. GREEN

EDITOR'S NOTE: *Mr. Ward H. Green is vice principal of the Central High School in Tulsa, Oklahoma.* D. I. M.

The only justification of an extracurricular activity rests in the value resulting from student participation. Participation comes from two groups: those who engage in the activity either as promoters or performers and those who engage in the activity as audience. An activity does not justify itself when either fails. It is a failure unless a sufficiently large group enter into competition to ensure that the promoters and the performers have had to work for their places, and, therefore, represent an achievement in demonstrated superior merit. It is more emphatically a failure if there is not a sufficiently widespread interest in the activity to bring forth the majority of the student body as audience. However meritorious an activity may appear in the eyes of the principal or the entire faculty, it is not a justified extracurricular activity until it has the student body surging behind it.

The activities budget is the parent of student participation. Establish the budget; participation will surely follow. Ignore it; there will be no participation worthy of the name. This statement was illustrated in fact some years ago when the present writer was the faculty manager of athletics in the Topeka, Kansas, High School. He went through one year of work with the football team, the basketball team, and the track team without an audience. He concluded

that these activities were not worth what they cost per year in order to give less than fifty boys physical contests and the excitement of games. The principal and the board of education were called upon to coöperate in requiring a minimum of five hundred purchasers of season tickets at one dollar each if interscholastic athletics were to continue. Announcement of the requirement was made in the spring. Its fulfillment required a fifty-per-cent coöperation of the student body. Loyal students worked for the objective. When it was attained in the following September, and not before, the football schedule was arranged. The first football game was the eye opener. The manager provided somewhat dubiously for the sale of cash admission tickets at the gate at the usual price of fifty cents. More admission tickets were sold at the gate than had been sold at any game of the preceding year. The crowd numbered above eight hundred. For the basketball games, "bleachers" had to be built to accommodate the audience. Participation in the extracurricular activity of athletics was all that could be desired in that and subsequent years. Needless to say, the team visibly improved in playing power. It was possible to require scholastic standing and no smoking on the part of athletes. Thanks for all to the activities budget.

On a much more comprehensive scale than this, the activities-budget plan is now in its third successful year in Central High School at Tulsa, Oklahoma. In launching the enterprise, an extensive campaign was necessary in the spring of 1927. The campaign was reopened with all forces at work in September, and was completed with fair success. The second year was more successful with less effort. In September of the current year, without a campaign 2500 students out of an enrollment of 3174 were subscribers to the budget.

A copy of the activities-budget subscription contract follows.

CENTRAL HIGH SCHOOL
ACTIVITIES BUDGET 1929-1930
Pass No.....
Subscription Contract

I. On or before the first day of December, 1929, I promise to pay to the order of the Activities Budget fund in the Tulsa Juvenile Thrift Bank the sum of four dollars.

II. In consideration of this amount paid, the Central High-School Administration in charge of Activities, the Budget Committee, and the Principal, grant to the undersigned the following named benefits and privileges during the school year 1929-1930:

1. Subscription to *Tulsa School Life*, one year.....	$0.35
2. One admission ticket to all boys or girls athletic events held under the auspices of Tulsa High School.	1.00
3. One reserved seat ticket to each dramatics department play, music-department production, opera, High School Daze, or other all-school production; free admission to all dramatic reading, oration, and debate contests, and to all lectures and other entertainments provided by the Activities Fund..	1.00
4. One reserved seat ticket to each of four class plays (one sophomore, two junior, and the first semester senior play).....	.65
5. One copy of the "Tom Tom".....	1.00
Total.....	$4.00

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39
40 41 42 43 44 45 46 47 48 49 50

III. When stamped "Paid" by the Tulsa Juvenile Thrift Bank this contract becomes a receipt for the amount paid, and entitles the subscriber to an Activities Budget pass.

IV. An Activities Budget pass may be presented at the bank or to the ticket sellers at the door for a reserved seat ticket.

V. Students promoted from the junior high schools at the midyear and all others entering at the midyear may subscribe for $2.00.

VI. In consideration of the above named benefits and privileges, the undersigned subscriber agrees to conduct himself at the public functions he attends in such a manner as to reflect credit upon the name of Tulsa High School, and thus to ensure comfort, enjoyment, and appreciation of the occasion to all who may attend. Failing in this, the un-

dersigned will expect to forfeit all privileges herein named.

Date.....Class of....Signed.....
1. Fifty cents paid .....
2. Fifty cents paid.....Home Room Number.....
3. Fifty cents paid.....
4. Fifty cents paid.....Seventh Period Room Number.....
5. Fifty cents paid.....1. Paid $1.00.....
6. Fifty cents paid.....2. Paid $1.00.....
7. Fifty cents paid.....3. Paid $1.00.....
8. Fifty cents paid.....4. Paid $1.00.....

N.B.—A subscriber not paying in full is expected to pay one dollar down by September 13 and one dollar on the first of October, November, and December, 1929. If a subscriber cannot do this, he may pay fifty cents at the bank each time he applies for a ticket until he has paid four dollar

A study of this contract at once reveals to the thoughtful reader that the budgeting of activities comprehends the budgeting of time and money and centralizes the keeping of school accounts.

Consider the budgeting of time. Time, is, from all points of view, the most important item in arranging the program of extracurricular activities. Before the advent of the activities budget in Central High School, Tulsa, fifteen distinct and intensive campaigns were necessarily conducted with indifferent success to make possible the existence of the *Tulsa School Life*, the football schedule, the basketball schedule, the music-department minstrel show, the music-department opera, six dramatics-department plays, the annual all-school production known as "High-School Daze," four class plays, and the publication of the school annual, the "Tom Tom." Each of these campaigns occupied from two to three weeks of intensive work. In the major campaigns a longer time was necessary. Furthermore, several campaigns necessarily had to be in progress at the same time. Contrast in effect the conservation of time which the activities budget brings about. In one brief, quiet campaign in the home-room, the major and minor extracurricular activities are sold to the student body for the year.

Quite as important as the time-saving element for the school, is the time-budgeting element for the individual student. With the schedule of football games, dramatic productions, music productions, basketball games, swimming meets, and track meets before him for the year, each student knows in advance just where he is going to be each Friday evening or Saturday afternoon or Saturday night. His school activities are necessarily foremost in his mind. He has something definite to look forward to each week; for that reason he is more settled and habituated to a routine.

An interesting verification of this came to the superintendent's attention this summer. Incidental to a change in the high-school principalship, rumor had reported that the new principal intended to cut the number of play productions fifty per cent. A boy who is a senior this year came to the superintendent to remonstrate, on the plea that if that were done the boys and girls who had formed a habit of spending their week-end evenings of recreation at the high school, would now go to the downtown theaters or to dances. He was greatly relieved when he was informed that the report was mere rumor; that the new principal had no such intention.

Granted that it is desirable to occupy the leisure hours of the students with high-school extracurricular activities, the time-budgeting element of the activities-budget plan works to a decided advantage in that it conserves the school time of the student, makes possible a maximum number of extracurricular programs, and directs student attention and interest to a full-year program, in anticipation. The result is well-filled bleachers, well-filled auditoriums, and crowded gymnasiums for the basketball games. The boxing and wrestling contests have been moved from the gymnasium to the auditorium stage to accommodate the size of the audience. *School Life* advertisers have an audience of twenty-five hundred, whereas the audience was formerly from twelve to fourteen hundred. This

change from a minority participation to a majority participation in the extracurricular enterprises of the school is marked in what may be described as a sound, stabilized school spirit. In other words, the school has sold itself to the students. It is, in fact, their school, inasmuch as they contribute to and participate in the various extracurricular phases of the school life.

It is not logical to lose sight of the fact that school loyalty followed rather than preceded this participation in school life. Twenty-five hundred students were moved to the support of school enterprises not from a sense of loyalty but because they were offered a great deal for their money. Before the days of the budget, participation in only the major activities would have cost a student twelve dollars and fifty cents, as a brief glance at the following statement reveals.

Tulsa School Life at 25c a semester ...	$0.50
Five football games at 50c each	2.50
One basketball season ticket.....	1.00
Ten school plays at 50c each.....	5.00
One school annual "Tom Tom".....	2.50
Two music-department productions...	1.00
Total.....	$12.50

Obviously, school loyalty, high-pressure salesmanship, and ready money were prerequisites for the success of such a program. It failed. The budget plan offered to the student these events and all others mentioned in the contract for a total of four dollars. School loyalty was not a necessary factor in the outlay. The offering was a financial bargain. It succeeded. The administration offered generous value for a sum within student means. This value was quickly purchased. The students liked what they got and school loyalty followed.

Question item four on the contract. An analysis shows that the senior class is called upon to give a play in return for one-fourth of sixty-five cents for each activities-budget subscriber. Even with twenty-five hundred budget subscribers, this gives a return of but $406.25. In October, 1926, under the old plan, the gross income from the senior-class play of "Captain Applejack" was $614.25. Inevitably there was grumbling over the prospect, but what happened? As the budget plan developed, it became advisable to care for the large audiences at the regular Friday and Saturday night presentations of a play by giving a Thursday night performance for patrons only at the usual admission price of fifty cents for nonbudget subscribers. In October, 1929, the gross cash income from patron cash sales alone for the senior class play, "If I Were King," was $1028.50. Add to this the budget allowance of $406.25. The total is $1434.75. The figures are startling, but true.

Pursuing this analysis of the contract, but with only the manner of budgeting the funds in view, one observes that for every four-dollar subscription the *Tulsa School Life* receives thirty-five cents, all athletic interests one dollar, platform entertainment interests one dollar, the sophomore class twelve and one-fourth cents, the junior class twenty-five and one-half cents, the senior class twelve and one-fourth cents, and the "Tom Tom" publication one dollar. If this distribution of the funds needs any defense it may be sufficient to say that every interest served is thoroughly satisfied with it. Obviously, another school might find a different distribution more desirable. The distribution that works is the one to adopt.

Each interest has an additional source of income which compensates the apparently small percentage of the budget allowance. The cost of printing, distributing, and financing *Tulsa School Life* is one hundred and ten dollars an issue, or $3,520 for the thirty-two issues for the year. The budget allowance at present is $875.00 for the year. Income from advertising makes up the difference. Publication of the "Tom Tom" costs between six and seven thousand dol-

lars. The budget allowance will be about twenty-five hundred dollars, thus leaving approximately four thousand dollars to be raised among patrons, who are much more willing to contribute because of the wide circulation of the publication.

The individual student may have his own opinion about budgeting his four-dollar contribution. One student may consider that the football games are worth four dollars; another may consider the "Tom Tom" worth what he pays; but the student who looks over the whole range of offerings figures that each of the fifty events costs him just eight cents, and is worth the money! There are really more than fifty events, for without including the four or five general assembly lectures, the oration contests, the dramatic readings, and including only five of the baseball games and track meets, the remaining events total fifty, as here given.

ACTIVITIES BUDGET SCHEDULE
1929-1930
Issued May 14, 1929

No. of Event	Name of Event	Date of Event
1	*Tulsa School Life*	1929
2	"In the Next Room" (dramatics)	September 20, 21
3	Sapulpa at Tulsa (football)	September 28
4	"If I were King" (junior-class play)	October 4, 5
5	The Admirable Crichton (dramatics)	October 18, 19
6	Little Rock at Tulsa (football)	October 19
7	Dallas at Tulsa (football)	October 26
8	Enid at Tulsa (football)	November 2
9	The Dummy (senior-class play)	November 8, 9
10	Prunella (sophomore-class play)	November 22, 23
11	Muskogee at Tulsa (football)	November 28
12	Vera at Tulsa (basketball)	December 3
13	Music department (minstrel)	December 6, 7
14	Muskogee at Tulsa (basketball)	December 7
15	Claremore (basketball)	December 10
16	Skiatook (basketball)	December 17
17	Sapulpa (basketball)	January 3, 1930
18	Alumni (swimming)	January 4
19	Sperry (basketball)	January 7
20	Bartlesville (basketball)	January 10
21	Drumright (basketball)	January 14
22	Dramatics-department play	January 17, 18
23	Sandsprings (basketball)	January 21
24	Dallas (basketball)	January 24
25	Yale (wrestling)	January 25
26	Muskogee (swimming)	January 25
27	Haskell (basketball)	January 28
28	Dramatics-department play	January 21, February 1
29	Stillwater (wrestling)	February 1
30	Glenpool (basketball)	February 4
31	Bartlesville (swimming)	February 7
32	Turley (basketball)	February 11
33	Junior-class play	February 14, 15
34	Osage (basketball)	February 18
35	Ponca City (basketball)	February 21
36	Wichita (basketball)	February 22
37	Wichita (swimming)	February 22

No. of Event	Name of Event	Date of Event
38	Broken Arrow (basketball)	February 28
39	Dramatics-department play	February 1, March 1
40	Jenks (basketball)	March 4
41	Owasso (basketball)	March 11
42	Music department (opera)	March 14, 15
43	"High School Daze"	April 4, 5
44	Girls physical-education pageant	April 25, 26 or May 2, 3
45	"Tom Tom" (1930)	May 15
46-50	Baseball and Track events	

A glance at the methods of payment offered suggests that practically every student by systematic thrift can so budget his own finances that he can meet the requirements, especially when he has the intervening summer in which to work.

If, prior to the establishment of the activities budget, a school does not have an integrated plan of keeping money accounts, the need for doing so will arise sharply when the activities-budget enterprise is under way.

The Tulsa Juvenile Thrift Bank, a product of the Tulsa school system, is the integrator of all the funds of the various activities. Simply, the plan works as here briefly explained. All cash is deposited in the bank or is received directly by the bank, as agent, in selling tickets. In either case, the bank issues to the agency placing the tickets on sale or to the depositor a receipt for the amount received or deposited. Here is a filled-in receipt:

$20.00. November 15, 1929.

Received from ROBERT McBIRNEY

Twenty and no/100.....Dollars

Account of Activities Budget.

J. T. HORNER, *High-School Auditor*

When this receipt is filled in, a carbon impression is left in the bank-receipt book. Money deposited may be withdrawn only through the use of an order drawn on the bank and signed by the principal. A copy of this order follows.

No.....$..... TULSA HIGH SCHOOL Account of.....
Auditor of Finances

.....19.... Order No.....Date.....19...

To..... Pay to the order of.....$.....

..... Dollars

For..... For.....

..... Approved..... .....
Sponsor

$ c

Old Balance..... O. K..... Treasurer of.....
Principal

New Balance.....

In the upper right hand corner appears the name of the account upon which the order is drawn. Below the dollar line is a space in which is written the purpose for which the money is to be used. If this requires itemization, the items are listed on

the reverse side of the order. If the money goes to a business firm or individual outside of the school system, the manager of the bank issues a check, a copy of which is given here in blank.

TULSA JUVENILE THRIFT BANK — No. 5018

Tulsa, Okla.,.....19....

Pay to the order of.....$.....

..... Dollars.

For.....

To the EXCHANGE NATIONAL BANK,

86-3-10 Tulsa, Oklahoma. .....

Manager

All money that changes hands goes through this routine. The principal controls the transfer of every cent. The bank is the bookkeeper for each individual agency and for the whole school. All of the agencies in the school pay their obligations to the outside world through the medium of the bank. Instead of individual checks from various student treasurers, sponsors, or personal checks of teachers or the principal, business firms receive only the Tulsa Juvenile Thrift Bank check in payment of their accounts with all agencies within the school. The bank is thus not only the integrator but also the stabilizer of all accounts of the school with the business world. It gives financial standing to the school.

By and large, the activities budget is the clearing house through which the school gets a classified, systematized grouping of its legitimate extracurricular enterprises. Under its influence, the student interests are centered in the activities of the whole school rather than in any single phase, such as athletics or football alone. Through it as a medium, the calendar of the various events is distributed evenly through the school year, and without conflict. Distracting campaigns and appeals to school spirit are avoided. Because the budget gives to the student extraordinary value for his money, he in turn gives extraordinary love and respect and honor to the school which thus serves him. His interest in his school becomes whole-souled and increases through the years. Finally, the activities budget serves to integrate the school accounts into one fund and produces a centralized agency for the distribution of funds and for the payment of obligations to the world outside.

PROMOTING STUDENT LIFE THROUGH EXTRACURRICULAR ORGANIZATIONS

FLOY V. ELLIOTT

EDITOR'S NOTE: *Miss Floy V. Elliott is dean of girls in the Central High School in Tulsa, Oklahoma.* D. I. M.

Real extracurricular activities "just grew" in the beginning—because every vital institution has its roots in a spontaneous need—but since then they have been guided and developed by definite pedagogical thinking—which means psychological and socialized thinking. So with no apologies for triteness, may I enumerate some reasons to explain the tremendous growth of extracurricular activities?

The socialized idea of education awakened within teachers a consciousness of the

need of young people to have some hand in the management of their own "present" community. The doing emphasis upon educational procedure made it seem logical that students should have purposeful activity in groups dedicated to service. Here the open forum discussion of community ideas could beget new ideas; here was a place to "think out loud" that there might be a modifying and enlarging of thoughts to a definite end. The intellectual and "doing" of life have often grown from thought-provoking discussion where one idea started another, until a band of people were inspired to work together understandingly for some worthy objective: a sixteenth-century drama, a Constitution of the United States, a regeneration of religion, a modern commercial organization.

The increased emphasis that the prime function of the school is to develop good citizens who meet their community obligations worthily and efficiently, together with a realization that the development of leadership has to come outside of the classroom, where even under the most ideal conditions teacher leadership is felt, made school people look about for life-situation means to develop citizenship and leadership. No community, school or civic, has ever risen above the level of its citizenship.

A realization that living together amiably without sacrifice of individual principles is a fine art and that it must be cultivated as definitely as any branch of learning, inspired teachers to make an effort to meet the social urge within young people by giving them socialized contacts based upon mutual social interests. Extracurricular activity is a laboratory for such experiences. Here the success of the individual and the organization depends upon fair-minded adjustments of differences of opinion.

A restatement of the power of habits caused teachers to remind themselves that the future of the school generation lay in the habits formed in the present, with an added emphasis that the *present* is *life* never to be relived. Character commissions and individual experiments in the field of applied morals and ethics made school people anxious to find natural situations where moral and ethical discrimination could grow naturally. The Seven Cardinal Principles and Briggs Ten Enunciations as to the purposes of education have caused and are causing endless experimenting in both curricular and extracurricular fields—to discover the best laboratory means to give these standards to young people. The extracurricular activities have played an important part in developing a share, at least, of the revolutionizing ideals in American education. Student participation in student-controlled situations has made not theoretical principles by which to live, but made actual living based on principle.

In an active school where there are all the normal problems of school living to be accomplished, time becomes a vital problem. Organizations cannot be just before or after school or where they can be, but they must be definitely some place regularly assigned, in the life of the school.

A perpendicular activities period definitely scheduled on the program limits a student to only one organization, which is not true to normal life situations. With Honor Society, Letter Club (the group to whom school achievement letters are awarded), Quill and Scroll, and similar organizations, there are bound to be duplications in membership among outstanding students in the school life. These are the people who are natural leaders and to whom the school owes training in wise leadership. One set activity period defeats this obligation. However, when it comes to definite service organizations where membership is volunteered for time-consuming work, as a Courtesy Service Club, or where one has been elected to an organization by another organization to render definite service, as

the Student Governing Board, then limitation of the number of organizations to which students may belong should be definitely set. Otherwise the student's service is spread thin, or is not done well—poor habits to be forming. There will be always duplications in membership between honor organizations (where one is elected on certain merits, as the Honor Society) and service organizations (those that have grown out of a definite service need).

There must be not only a general time for these meetings but there must be authoritative supervision from some one center that assigns each group a reasonable period and sees that no other group conflicts. In Tulsa, the senate—student governing board—schedules the meetings, putting some into homeroom periods, the others after school. As examples: the senate and house alternate Thursdays from 8.15 until 8.55—homeroom period is from 8.25 to 8.55—Girl Reserves and Girl Scouts meet after school on Tuesday, from which evening girls' athletic activities after school have kindly shifted. Wednesday homeroom period is the regular weekly Assembly of the sophomore class, but Courtesy Service, being composed of juniors and seniors, can meet on that morning without conflict. Some conflicts have created precedents that care for our needs, as that a boy on the Athletic Council—not athletic association—is not eligible to membership in the house since the meetings occur the same mornings. That particular conflict would be more serious in a small school where the population is more limited.

An activities period where a definite activity is required of every student is very helpful and "broadening" in the hands of the teacher in charge, but it does not, it seems to me, offer the same parallel to life situations that organizations do living under their own form of government, controlled by their own laws, guided when wise by an interested sponsor, and rendering a definite service to the school community.

My best approach to the specific subject of purposeful citizenship would be best done through the recounting of actual observation and experience. At this point my paper passes from the theoretical into the practical. "That that is, *is*," and we need accounts of that which actually seems to function. With no apologies, then, I shall introduce some portions of the extracurricular influences, building students into functioning citizens, as I see it, in Central High School, Tulsa, Oklahoma.

All student activities "head up" under the student governing board known as the Senate. This body is composed of two representatives from each extracurricular activity, two from each class, and three elected by the school at large, selected for their qualities of good judgment as well as their qualities of good citizenship.

Because of the source of its membership, the Senate is composed chiefly of upperclassmen. This organization is kept busy initiating movements that will better the school. Four members from it serve on the assembly program committee—a joint faculty and student committee—which meets every Wednesday at 7.45 a. m. The Senate had an active part in promoting the present successful activities-budget ticket through which the student body gets all school events (athletics, dramatics, the school paper, the annual) for four dollars, making the price of each event about eight cents. The second-hand bookstore, where hundreds of books are handled at the beginning of each semester on a commission basis, is run by senators, who thus turn from five hundred dollars to six hundred dollars yearly into the Student Aid Fund. This expressed interest in a fund from which may be given books, lunch money, and carfare to poor but deserving students has encouraged other organizations to help the cause. All organizations in school must

have met the approval of the Senate to legitimately exist, and the one demand is that each extracurricular organization must give to the school some one definite service peculiar to itself. Last year's Senate carried through an interesting campaign which resulted in an original and appropriate school hymn, both the music and words being selected from an all-school contest. Through the Senate membership on the Assembly program committee it has had much voice in the beautiful formal opening services on the regular Friday assembly. The subject of "T" awards has had satisfactory settlement for each department in the high school through the whole-hearted effort of the Senate to see that the "T" should be a real honor award. The "High School Daze"—the all-school Follies—is promoted by every organization in school, the presidents serving as the executive committee, but to the Senate president falls much of the general executive management. To see the needs about the school as they arise and to see that a solution is assigned to some efficient organization is the general work of the student governing board. The meetings are conducted in the best parliamentary form, the discussions are thoughtful and constructive, and to be a senator is a much coveted honor.

The house of representatives is composed of one representative from each homeroom, eighty-five in all. This body is the pulse of the school, and an effective broadcasting station for every school need. When the Senate wishes to know the general school sentiment on any subject the house can give it or secure it as can no other organization. Here many important matters about school where social pressure will serve as the best means of relief are discussed, having been sent in by one homeroom, perhaps, and thus carried back to all the others by their respective representatives. Every homeroom may thus feel that there is maintained a clearing house, while the school administration has a means of being very close to the usually suppressed opinions of the student body as a whole. Committees are appointed to seek out any grievances—real or supposed—as cafeteria, library, or assembly—and the reports have often brought enlightening information. Once, I remember, there was a complaint concerning the charge for bread and butter with the cafeteria meal. A committee was appointed, since the discussion warranted it, was courteously received by the cafeteria manager, and came back to the house with such an interesting and complete financial statement of the cafeteria that the organization had to be restrained from raising the price of bread and butter. The students thus feel an ownership in their own community. The house maintains a lost and found bureau charging five cents for restored articles, the proceeds being given to the student aid fund.

The members of the Courtesy Service organization volunteer for service but are actually chosen on their citizenship record. They serve in the corridors or at the doors to check on all passes of students, help at all school activities as ticket takers, general caretakers, or for any other need, and serve as guides for visitors within the school. The growth of responsibility towards the school community has been interesting to watch and few indeed are the Courtesy Service people who ever break faith. Their graciousness and dignity in dealing with the public as it comes to the school is reflected in their success as they graduate and go into the outside world.

At the school functions, such as the plays, the ushers are girls who belong to the T-Walker organization. This club has clever costumes of cream dresses and crimson capes—the school colors—with cream and crimson "tams." At athletic events the members do formation drills at intermission. The members form a colorful group at any event, giving their service to

the furtherance of extracurricular activities. Thus the girl of intense enthusiasm may be given an outlet in a way that reflects credit upon herself and her community. She is elected to this organization on the basis of her Girl's Athletic Association record.

The T-Club, or letter club of the school, gives varied and wonderful service to Central High. This group has all concession rights at the athletic events. At every game T-Walker's megaphones, pennants, arm bands, canes, and "squawkers," at so much each, satisfy the craving of the entire school for noise and color; T-Walker "hot dogs," hot peanuts, cold pop, ice-cream cones, candy bars, and what-not satisfy the "inner man" of all the bleacher occupants. Our first football game—a night one—this year had over five thousand spectators and so well were concession needs cared for by T-Club that the sellers were carrying blithely on to the very end. If before long the financial heads of Tulsa are not former T-Club members, I shall lose some of my faith in the power of training. This club is the club with money and to it the Senate looks when a school need involving an outlay of money seems expedient. The club is always finding worthy ways to spend its money: the score boards at the athletic field, some needed scenery for plays, a beautiful high-school banner of exquisite material and workmanship, all show ways in which its money has served a need. This club, the school-paper group, and the three classes give generous checks at the end of the year as payments on our organ, for which the Board of Education advanced the money which the school is paying back in yearly payments.

Stagecraft is another extracurricular activity whose work reflects itself in community happiness. This club of boys does all the actual stage labor even to building the sets for the dramatics production. The members are divided into groups responsible for lighting, off-stage effects, scene shifting, and so on, so carefully drilled that after the rehearsals and dress rehearsals they are almost professionals in their speed and effectiveness. A superintendent elected from within the group is a real executive. The present faculty head of stagecraft was a former superintendent. The long hard hours, the incessant planning, the strenuous demands on production night, the everyday labor necessary seem only to make the boys more loyal to the service to which their club is dedicated. The art department helps in planning the actual staging. One evening at a play, my first year in Central before I knew much of this club, I sat next a young chap who in his enthusiasm began calling my attention to points about the stage I should never have noticed. His comments on the play added pleasure to my evening. His appearance was that of a youngster who might have rushed from a grocery job to this entertainment. Finally curiosity overcame me, and I said, "How do you know so much about staging and effects?" "Oh, I was on stagecraft three years up here," he replied. His extracurricular activity had brought him a real means of using some of his leisure time to happy advantage.

There are other organizations that should be mentioned but space forbids. There are some all-school activities that may be mentioned briefly. General assembly on Friday is planned by students as well as faculty, presided over by students, and with the program many times from students. These assemblies are often most pretentious affairs. Nothing proves to me more than the student activity in this work the effectiveness of extracurricular work to develop within students a response to service, an appreciation for the "niceties" essential to real occasions, and an ability to plan that others may enjoy.

"High School Daze"—the all-school follies—before mentioned, comes in the spring, the result of the coöperation of

every extracurricular organization. The presidents form the executive board working together during a luncheon or an after-school tea to make each suceeding Daze better. The presidents bring suggestions from their organizations, the whole group of presidents is divided into definite committees, the entire school is invited to "try out"—and lo! there emerges a program of clever variety—sense, nonsense, beauty, grotesquery, that one marvels, even though he saw it in growth. There are two nights of student participation: one group the show, another group the audience, but each one feeling that it is his show.

Extracurricular activities are not usurping any academic curriculum: they are meeting other needs quite as urgent. A school needs experiences, founded upon every phase of community living, that the community supporting the schools through taxation may profit through a better citizenry. Youth's real leadership, real character, real service come through youth's initiative and interest. Age may suggest, or attempt to guide, but these essential characteristics are gained only through participation, experience, self-generated interest. Extracurricular organizations are a proving ground and the school is enriched in spirit by youth's happy participation in them.

THE HOUSE PRINCIPAL AND THE HOUSE SYSTEM IN THE DETROIT HIGH SCHOOLS

WILLIAM R. STOCKING, JR.

EDITOR'S NOTE: *Mr. Stocking is principal of the Southeastern High School in Detroit. For several years he was the grade principal and later assistant principal of the Central High School in that city.* D. I. M.

The house system, found in six of the Detroit high schools, consists of the grouping of all students in different assembly halls, from three to four hundred in each. The boys and girls are grouped separately but all grades, ninth through twelfth, are represented in each "house," as the assembly halls are called. Men supervise the boys and women the girls. These teachers are called house principals.

The duties of the house principal are in most respects like those of the principal of a small high school except that he has little real authority over the other teachers. However, he has complete charge over his pupils, gives them excuses for absence or tardiness, and keeps all records. He plans their course of study and places them in the right classes He directs their study during their vacant hours and controls their nonacademic activities. The teachers report to him the poor scholarship of his boys, poor deportment in class, or any other misdemeanor. Likewise, they bring to his attention noteworthy achievements. One of his important duties is to keep in touch with the parents of the boys who need special attention. He is the disciplinary officer of his boys. Only when his own measures fail does he take a boy to the principal.

The house principal is the foster father of his boys. Much of his time is spent in heart-to-heart talks with them, not only about their studies, present and future, but about their ambitions in life, their habits, associates, personal appearance, relation to parents and teachers, and countless other things. The house principal is the administrative officer, the moral counselor, the educational and vocational guide for his boys. Because of his intimate relation to them his influence is far greater than that of any other of their teachers. To a great extent he is their model, the source of their inspiration. His house reflects him. If he is very particular about his personal ap-

pearance and that of his room, and extremely neat, this will be reflected by his pupils. If he is an athlete or a musician, a naturalist, or a draftsman, so will he influence the members of his house along these lines.

The house principal meets each day his entire group at "record," which is from fifteen to thirty minutes long. At this record period the house organizes as a unit, elects officers, appoints committees, and functions like any other group organization. Sometimes a "program," which the boys have arranged, is enjoyed. Each house has a name, a motto, and distinct ideals as a basis for its organization and development. For example, "House of Argonauts"—motto—"I am the Master of my Fate, the Captain of my Soul." These ideals are constantly held up to the members of the house, and through this organization of from three to four hundred pupils a solidarity and unity are developed which could not be developed in any small groups of forty in assemblies where the whole school of several thousand gathers.

The houses form a natural basis for intra-school competition in athletics, scholarship, debating, support of publications, and other school activities. Nine B's cannot compete against twelve A's but house versus house gives equality. In these activities, the upper-grade boys are the leaders and advisers of the lower-grade boys. Because of the varied activities carried on under the general supervision of the house principal, many boys develop leadership and executive ability and learn to accept responsibility, particularly towards the younger members.

The duties of the women principals are like those of the men, and their relation to the girls is just as intimate; their influence is just as strong, though they are not leaders in the house rivalry to the same extent as the men for among the girls' houses there are not as many contests. However, the spirit of helpfulness in the girls' houses is admirable. In many of them the "big sister" idea has developed to such an extent that the house principal is very materially assisted by the older girls who take a genuine interest in helping the younger ones. As the man is a foster father to his boys, so the woman principal is a foster mother to her girls.

Naturally, the men and women chosen for house principals are those of the broadest experience, deepest sympathy, and soundest judgment. In rank and pay they equal heads of departments.

This house organization costs the taxpayer about the same as the "homeroom" plan, but we believe that, even though it cost more, the additional expense would be justified, for every educator who has visited Detroit and has observed its workings has declared it to be the best and most efficient plan of high-school organization.

CENTRAL HIGH-SCHOOL ORGANIZATION

JOSEPH H. CORNS

EDITOR'S NOTE: *Mr. Joseph H. Corns is principal of the Central High School in Detroit, Michigan.* D. I. M.

The organization of the Central High School is built around six (library) study halls each having about 450 pupils. With each study hall are affiliated seven or eight morning groups and five or six afternoon groups. Each group of 45-50 pupils is in charge of an adviser who acts for and as an assistant to the study-hall counselor, a teacher of wide experience and special fitness. His special business is to conduct supervised study and to aid and advise the pupils of the hall vocationally, socially, morally, and in every other way. In a personal interview, the counselor plans with

each new 10B pupil his program for the tenth, eleventh, and twelfth grades. A copy of this is kept on file in the study hall. The selection of courses and subjects by all the pupils in the study hall comes under his personal supervision. He counsels pupils as to college-entrance requirements. In general he gives vocational and educational information and direction to both parents and pupils in accordance with the general policy of the board of education. The counselor and the advisers of groups work as a unit under the supervision of the counselor. The student is not subject, therefore, to a variety of methods during his high-school course.

The method of assigning pupils to groups, each in charge of an adviser, is not according to course, grade, age, sex, or pupil's own selection. The assignment is determined by the course the pupil plans to pursue; *i.e.*, college preparation, general or vocational. As far as possible, it is planned to keep each pupil under the direction of the same adviser and the same counselor throughout the pupil's school life. Thus, there are college preparation course groups, general course groups, and vocational course groups in each study hall.

The groups meet for at least fifteen minutes each day for the recording of attendance, reading of bulletins, receiving of special announcements, etc. Effort is made to stimulate group pride and group interest by ranking pupils on the basis of scholarship record, punctuality, attendance, largest service to the school, etc.

In order that attendance and punctuality records may be kept in a central place, a part-time teacher is in charge of this department. She deals directly with attendance officers, parents (by telephone or in person), teachers, and pupils. Counselor and attendance teacher work together on disposition of cases. Decision rests with the counselor.

Another unifying influence in the school is the school paper, *The Central Student*, issues of which appear biweekly. The groups, morning and afternoon, are lengthened ten minutes in order that pupils may read the paper. The circulation of this paper attains the high percentage of 95 per cent of the school membership.

An enrollment of 2700 pupils is being cared for in a building with a capacity of 1800. In order to accomplish this, a double session is necessary. Eleventh- and twelfth-grade pupils attend during the first six or seven periods, and tenth-grade pupils attend during the third or fourth period and remain through the tenth period. In this way the work is so distributed that no pupil is lost in so large an organization and no teacher is overburdened.

CAN WE MEASURE THE SUCCESS OF CITIZENSHIP TRAINING?

CHARLES C. TILLINGHAST

EDITOR'S NOTE: *The Horace Mann School for Boys, New York City, to which Mr. Tillinghast has given his inspiration and leadership, is one of the most successful schools in the country. It is more than this: it is a laboratory in which educational experiments, broadly conceived, are in progress.* P. W. L. C.

So broad is the field of citizenship training in connection with the programs of the schools of the country, and so diverse and ramified are the elements entering into the entire problem, that it seems utterly impossible in the scope of a short paper to attempt to discuss in any adequate fashion more than one of the major issues involved. In the time at my disposal then, I wish to present—it may be in an arbitrary manner—certain criteria for judging the success of citizenship or moral training in the junior or senior high school. It is my hope that this paper may prove of some practical

value to those of our readers who are concerned not only in the educational philosophy underlying citizenship training, but also in the pressing necessity of so administering an actual school situation that the maximum results, in terms of right living, may result.

For a good many years, both because of my upbringing and because of my own inclinations, I have been greatly interested in the whole field of moral education as carried on by various agencies. I have seen grow, during the past decade or so, in the minds of men whom I know intimately and with whom I have been working in school and in other groups, concerning themselves with social well-being, the feeling that school leaders have a distinct responsibility for moral education in and by means of the schools themselves. I am profoundly convinced that the situation as it now exists is something as follows. Because of a variety of causes, we are right now confronted by a serious condition which calls for the best that every man can give, in whatever situation he finds himself, to develop certain qualities in our American life; and the junior and senior high schools of the country offer a field which is more fertile than almost any other that one can mention for the development of these certain fine qualities. There has grown up the realization that principals and other administrators cannot escape the responsibility, as indeed most of us would not, of fostering and furthering moral education. This present paper concerns itself not with this responsibility, privilege, or necessity which for the instant I am assuming we will all willingly admit; neither has it to do, except in a passing manner, with the way in which we give such citizenship or moral training. I am now more concerned with the question of what is at our hand with which to measure the success of that training which we are all trying, each in his own place and after his own fashion of work, to give.

Whenever we try to measure in the field of education it is necessary for us to define and delimit the trait or activity which we desire to measure. Everywhere at the present time schoolmen are engaged in the science of objective measurements; and in this general practice the first thing which we must decide before we set up any standard of measurement is what we are trying to measure. In intelligence, we are trying to measure certain traits of intelligence, or measure general intelligence or general ability, as evidenced through certain traits; and so as we come to the judging of the success of moral instruction, it is worth our while first to define those traits which we are trying to inculcate, concerning the measurement of which we would like to be certain and criteria for which we would be glad to know, and where such criteria may be found. In this I am going to dare to be arbitrary, because after all it seems to be not a question of facts, but of opinion.

I have taken the liberty, then, of making a list of ten qualities, which it seems to me we ought to see to it are found in our high schools, and which we ought, for our own satisfaction as well as for the advancement of the school, to measure as well as we can.

These are listed, in no exact order of importance, but merely to place them all clearly in our thinking, as follows:

1. Self-respect and spiritual and moral courage

2. Respect for properly constituted authority wherever found

3. The readiness to meet and to carry responsibility

4. The readiness to accept constructive suggestions, even reproof, from whatever source these suggestions may come, in a spirit which is not sullen or rebellious but fine and big

5. Ability to distinguish between right and wrong

6. Ability to discern one's group responsibility
7. Ability to be honest with one's self and one's associates
8. The willingness to recognize and respect the rights of others
9. Reverence for worth-while things
10. Wholesomeness, cleanness of mind and spirit

Those ten I submit as some of the qualities which in my school I should like to be able to measure, and of the presence of which I should like to be assured. So much for what we are trying to measure. How shall we next proceed, and what tests or criteria have we at hand? I am first daring to speak negatively, as I do not believe that the best way to measure these qualities is by what we commonly call a standard test. There are doubtless some who disagree with me, but as I see it the major difficulty in objective—or rather, standardized—tests of this sort is inherent in this fact: that the disingenuous boy or girl will not be measured, and the very possession of the quality which we want to measure—let us say insincerity—makes it impossible for us to measure insincerity accurately by any tests which we have. All criteria for the measurement of moral qualities and success of moral education in the school must be pragmatic and a test of this: what do the boys and girls do when the opportunity for a course of action offers itself? How do they act when they have a choice as to how they may conduct themselves? What are their usual relationships in the school or at home or wherever they may be?

I submit quickly the following criteria. To employ these one does not need expert knowledge, but we find them at hand, no matter in whatever school we may be, large, small, private, public, east, west. They are discoverable everywhere. These, I believe, are the criteria by which day by day we may measure the presence and degree of success of the qualities of which we have already spoken. The first is the sportsmanship of the school. Sportsmanship may be translated, and for this term I give acknowledgment to Dr. Franklin Johnson, president of Colby College, as that quality which makes a person a thoroughbred. We want thoroughbreds in our schools. We want people who are sportsmanlike, not only as members of teams, but in the school life and on the side lines. Let us remember that sportsmanlike attitudes are not limited to players; they may be extended also to spectators. It sometimes happens that principals in big schools are unaware that they are letting go one of the most potent influences by which to determine moral qualities as well as for measuring them. We are letting others determine the sportsmanship of our schools, and sportsmanship is one of the most important criteria for measuring success of moral training in any school.

Second, the coöperation and friendliness exhibited between pupils and teachers, so common a criterion indeed that sometimes we don't think about it. I maintain, and with little fear of contradiction, that unless there is coöperation and willingness on both sides to give of the best each one has and a readiness on the part of pupils to come to teachers with problems and on the part of teachers to welcome pupils who thus come, that the moral education in that school, however high may be its purpose, is not having its best fruition. You cannot have success in moral education and have the teachers and pupils pulling in different directions. Each one of us can measure his citizenship training in terms of this characteristic.

Next, enthusiasm of the boys and girls. How do they go at their work? Whatever task is theirs to do, how do they do it? Do they go at it because they are driven, or because of the joy of the accomplishment, the spontaneity of the appeal? Give

me the school in which boys and girls go at their work as though they wanted to do it, even though it may be difficult—in social, athletic, governmental, scholastic, or civic life of the pupils—give me that spontaneity, and I will show you a school in which there is success in worth-while moral education.

Next, the dependability of boys and girls in the school to meet not only the regular demands, but the unexpected emergencies. The adult "good citizen" is not one for whose every step a chart must be provided by some authority, but is the one who, self-directed and self-controlled, meets each life situation, expected or unusual, with such cheerful common sense and positive application of constructive thinking that not only is the immediate, and it may be the individual, problem well solved, but society is the gainer because of the action taken. So must it be with our boys and girls in school; and no real citizenship growth can satisfactorily or conclusively be measured in terms of "He never breaks a rule." The highest type of citizenship training is that which makes it possible for any young person to meet with satisfying success those emergencies for which no rules of conduct exist.

Finally, we can constantly and accurately measure the worth-whileness of our moral or citizenship training—and I have, as has certainly been discovered, used these two terms interchangeably—by the spontaneous wholesomeness of our student body. It seems to me, as I see boys and girls in our high schools, that they are inherently fine, wholesome, and clean. There are a thousand and one influences that would seek to make them otherwise, perhaps, but the school which throws these young people together, which gives them social opportunities which call for self-control and a high regard for the proprieties of life—such a school must measure the success of its moral training by the attitude of these boys and girls. I don't care what your scheme of moral instruction may be. If you have a school in which the students are fine and wholesome and genuine, then your moral instruction is well done.

I have merely said in this presentation that we have a great opportunity in the matter of moral or citizenship instruction. Any opportunity is a problem. Let us face the problem and then let us determine what are the qualities which in our schools we want to inculcate and measure. I have arbitrarily listed ten, but there are without doubt many more which will occur to those who give the matter thought. Then let us use for measuring the criteria which are right at hand. Let us all remember this—education is not information. Education is an attitude of life, and we of the schools are molding and shaping those attitudes of life. Let us honestly and gladly enter into the task of worth-while education, and let us resolve to make citizenship training one of the great purposes of our administrative or instructional program.

National Survey of Secondary Education

The nation-wide survey of secondary education for which Congress authorized an appropriation of $225,000 and appropriated the first installment of $50,000 for the fiscal year 1930, is proceeding steadily under the direction of the Commissioner of Education. Dr. L. V. Koos of the University of Chicago was appointed some weeks ago as an expert assistant to give his full time and attention to the work shortly after the first of the year. The consulting committee of nine experts appointed last October has met, organized, and defined the field of work.

High schools will shortly be asked to coöperate in various aspects of the study, and students of education who have been working in any part of the general field are asked to inform Commissioner Cooper or Dr. Koos of the methods which they are using or have used and the results secured.

NOTES ON THE HOUSE PLAN OF LARGE HIGH SCHOOLS

EDWIN L. MILLER

EDITOR'S NOTE: *Mr. Miller, as principal of the North Western High School in Detroit and later the Northern High School in Detroit, has given outstanding leadership to the social organizations of the high school. He has advocated the house plan as the fundamental unit for the social life of the school. Mr. Miller, who is one of our associate editors, is now assistant superintendent of the Detroit public schools.* D. I. M.

In the course of my experience as a teacher, principal, and superintendent, I have had experience with three forms of organization:

(1) The assignment of pupils to small class- or homerooms with forty-five-minute classes and large study halls for their vacant periods

(2) The assignment of pupils to homerooms with sixty- or ninety-minute periods with no study halls and no vacant periods, a portion of each period being devoted to study

(3) The organization of the school into large groups assigned to large study halls, which are, therefore, the homerooms of the pupils. Each group is in charge of a house or grade principal.

The first system is cheap because the work of caring for records, attendance, punctuality, discipline, and the supervision of study periods is divided among all of the teachers except those who have laboratories. This work is not, as a rule, well done because it is only a side issue with teachers who are already fully loaded with teaching duties. The supervision of study halls, under this plan, is sometimes good at one period and bad at the next, but is almost always uneven and hence unsatisfactory.

The second system is expensive, because supervision of study under this plan costs fifty per cent of the sum paid for salaries. It lacks flexibility because each pupil must take six studies every day.

System III places records, attendance, punctuality, discipline, vocational guidance, and the supervision of study periods in the hands of experts. It costs about eight per cent of the whole cost of instruction as against fifty per cent for study supervision under system II. It improves the supervision because it makes it even all day. It improves teaching because it relieves teachers from routine, leaving them free to teach. It leaves the principal free from routine. It is flexible. When organized on the plan of the house system, it creates a valuable socialized atmosphere. By the house system I mean the system used in Harrow, Eton, Rugby, Lawrenceville, and Andover for the organization of their dormitories.

A pupil enters one of these houses at the beginning of his school career and stays in the same house until his graduation. His house principal, therefore, learns to know him. These houses become great clubs with all of the advantages of fraternities save snobbishness and secrecy. This organization lends itself readily to intraschool contests in punctuality, attendance, scholarship, athletics, and debating. It simplifies the organization of a school and adds to the efficiency of its management. In a school of 3000 the principal deals with eight corps commanders instead of twelve times that number of colonels. Notices are more easily and promptly sent out to pupils. Reports are more easily gathered from the school. The principal is left comparatively free from routine. Teachers are left more free to teach.

The cost of the house system is certainly not more than that of the homeroom system. In a high school of 3000, under the house system there are needed seventy teachers,

one librarian, and eight house principals. To care for the same number under system II would require ninety-nine teachers and one librarian.

The cost of the house system would therefore be as follows:

8 house principals @ $3500	= $28,000
70 teachers @ $2500	= 175,000
1 librarian	= 2,500
	$205,500

That of the homeroom system would be: 99 teachers and I librarian @ $2500= $250,000.

Americanization—In some high schools, it has been found that the house system is a useful agency for Americanizing foreigners. Among the typical cases reported are:

(1) A Russian girl, saved from filth and wretchedness and converted into a neat American girl with a good job.

(2) An awkward French peasant girl, who has become in her attitude towards life an American lady.

(3) A German girl, bullied and a drudge at home, with a Juvenile Court record, who at present is an industrious 12B, earning her way through school by doing housework.

(4) A girl so immoral that she appeared hopeless, turned through the machinery of the house system into an earnest and responsible young woman.

Charity—The socialized organization of the house system, in one instance, has set up machinery whereby needy members of the house are furnished with clothes. There is the case of a Russian girl who was taken in hand by the social welfare committee of a house, who taught her better ideals, gave her clothes, arranged for her to take a weekly bath, and furnished her with glasses. This spiritual and physical reformation enabled her to get a good job. At Christmas in one boys' house there were collected and distributed to poor families 240 articles of clothing, 55 packages of books, 33 toys, and $33.50 in money. One girls' house, at the same season, made a quantity of peanut dolls and sent them to two wards of the Children's Hospital. A third sent 13 baskets of provisions to poor families. Cases come to light occasionally where grade principals have been keeping pupils in school by lending them money out of their own pockets.

Citizenship—The organization lends itself readily to practical democracy. In most of the houses there is student government. The pupils work out constitutions, elect officers, assume control of the discipline of the room, and in some cases render valuable assistance in keeping records. In one house there is a legal committee which interprets rules. In many of them there are organized courts for the hearing of cases of discipline.

Discipline—The grade principal frequently acts as a buffer between teacher and pupil, "when a feller needs a friend." Grade principals also act as buffers between pupils and parents. For example, in one of our high schools, recently, a father, who was displeased with his son's conduct in school, seized the boy and hit his head against the wall. A mother, displeased for similar reasons, spat in her son's face.

Good Housekeeping—In one girls' house they are making a budget and studying the art of budget making as applied to good housekeeping. They have a house committee of eight girls, who have charge of the neatness of the room and kindred matters, and a decorating committee of eight, whose duty it is to see that the walls and blackboards are artistically decorated.

Health—Most grade principals, on account of their exceptional opportunities for observing the children, are in a position to watch their health and do make use of this opportunity.

House Names—Each of the houses in the high schools has a name which is in itself an ideal. Among the names of these houses are Abraham Lincoln, Thomas Edison, Woodrow Wilson, Benjamin Franklin, Theodore Roosevelt, Alice Freeman Palmer, Mary Gamble, Jane Addams, Jane Austen, and Mount Vernon.

House Spirit—Among the ways in which this shows itself are house banners, house pins, house rings, and house bookplates. Not infrequently highly artistic designs are made by pupils on the blackboards in colored chalks. They keep scrapbooks. They collect house libraries, dealing especially with health, manners, the lives of famous men and women, and vocations. They strive to create, and do create, a sort of atmosphere which is a good combination of the home and the fraternity as one sees it in an American college. The walls are often hung with banners. A boy's loyalty is one of his finest attributes, and there is evidence that the house cultivates this quality.

Morals—Some houses have a good-conduct committee which sets up ideals for the pupils to follow. The student council sometimes does this job, and there are instances where the pupils themselves have succeeded in converting failures into successes. There are hundreds of cases on record where the efforts of the house principal have performed great services for individual pupils in the improvement of

their standards of conduct. Pupils have been guided from the dance hall to the church. Lying and stealing have been cured. Children have been persuaded not to leave home. Girls have been brought back to school. Habitual truants have been turned into honor students. Girls have been taught to be on time, to wash their necks, to keep their heads clean, and to air their clothes. To one motherless young woman, who kept house for her father, brother, and sister, her grade principal taught American recipes. There has been excellent coöperation between grade principals and the Jewish Aid Society and the Girls' Protective League. A flapper who came into the city last year was discovered, within two weeks after she had enrolled in one of our high schools, to be exercising a bad influence over a boy. Investigation of the case, immediately instituted by the two grade principals involved, revealed the real facts of the matter and resulted in both children being retained in school and put back on the right track. Last year one girl who had moved to Coldwater came back to Detroit, with the consent of her family, because she wanted to complete her course in high school under the direction of her grade principal. A boy who began his high-school career by smoking, whistling, racing through the halls, insulting his teachers, and associating with bad women, has been kept in school and caused to reform his attitude towards life through the efforts of his grade principal and without recourse to courts or reform schools.

Parents—Parents frequently go to grade principals for assistance and receive more attention and more sound advice than they could get from teachers, five sixths of whose efforts are necessarily expended upon actual classroom work and who should not be interrupted in that work. There are many instances in which grade principals have made it a practice to visit the homes of their pupils, as a pastor visits his flock. Sometimes a grade principal goes to court with a mother who is frightened or whose ignorance of American ways and of the English language makes such an ordeal doubly trying.

Personal Aid—In one house, during a single semester, 40 girls were aided by the grade principal, in one way or another, to earn money so that they might remain in school.

Scholarship—The house scholarship committee formed by pupils, the personal talks which the house principal has with parents and with pupils, the posting of lists of honor students, and the granting of *cum laude* diplomas, based upon the recommendation of the house principal, are agencies which stimulate scholarship through the house organizations.

Social Arts—Twelve B girls entertain 12A girls. Nine B's are welcomed. There are house dedications and house anniversaries. The younger girls give a party for the 12A's. There is house singing. Sometimes a house orchestra is organized. The house gives programs; alumni come back to talk.

Vocational Guidance—The house principal outlines the studies of pupils and gives vocational information supplemented by placement and follow-up work. There are vocational talks by pupils, the matter being furnished by their parents. Advice is given, both collectively and individually, regarding higher schools and colleges. The grade principal writes recommendations to employers as no teacher, vocational counselor, or principal can. Actual filing experience has been given by one grade principal to as many as thirty girls in a single term.

A teacher who is familiar with both the homeroom and the house systems writes me as follows:

The X High School of Y is maintained without grade principals. After two months' experience in the school, I am convinced that a school run on that plan is utterly inefficient, a great loss to pupils and to a city.

I had a group of thirty-two 9B girls, whom I met in the gymnasium from 9.20 to 9.30 each morning. In that short time I had to call the roll (by number, to take less time), to give out excuses, and to give out notices, tickets for sale, etc. The "system" consisted of a lavish use of blank forms. If I had notice, by Form 36, in my mail box that Girl No. 7 had skipped her algebra class the day before, I had no time to scold the girl or talk wisely with her. I consulted her program and tried to catch her during the day, but my teaching consumed five periods and during my free hours she was reciting. In order to catch her, I was obliged to call her from a recitation. This was done constantly by every one and was destructive to recitations. The truancy in the school was frightful and the skipping of recitations was shocking. No child was afraid to do it.

There were no tardy gongs, as there was no one to send a child to for excuses for tardiness. One could not take a dozen or two to the principal, so the recitation tardiness was tremendous and class work again broken into.

Cases of poverty, sickness, family trouble (like divorces, etc.)—problems our grade principals know immediately and help the child over—were unknown to any teacher unless she had had the group a year or two and chanced to have some of the children in her own classes. There was no social service done, and the children suffered from the lack of

intelligent interest and guidance. Different teachers were delegated to have charge of the study halls (known among the teachers as "steady hells"), one for each hour of the day. No one pretended to know the children by name. One simply could not. It was peculiarly sad in that school as they were all foreign children of great promise probably. In their technical subjects they did wonders, but in order and obedience to law they were learning little. I never saw such confusion.

I have an idea that the superintendent thought it was a saving of money to do without grade principals. I cannot conceive of a more expensive method of saving! The lawless, tricky, unscholarly young Americans they turn out will be a harm to a city, no matter what beautiful furniture they can make.

The following extracts from the diary of a house principal throw still further light upon the actual workings of the system:

Arrived at school at 7.30 a. m. Found Mrs. F. waiting to see me about her two daughters. The week before I had discovered that these girls were using duplicate report cards, one set (very poor) which they signed and returned, and another set (all 1's and 2's, even with more advanced courses) which they were showing mother. Mrs. F. is an invalid and hardly ever leaves her home, so the Saturday before I had spent over three hours going out to the house, which is in the outskirts and a long walk across lots from the car line.

Had a talk with a girl in the graduating class who for over six weeks had almost the entire responsibility of the home during the severe illness of her mother. She had been absent the entire week, as she had had to move and do almost all the work herself. She had come for sympathy, as she was thoroughly tired, physically and mentally, and about at the end of her courage. A half hour's visit cheered her up again.

Incidentally, during the day I had one eye on my study room, which averages from 90 to 125 hourly, in charge of the most capable girls. We are working out the plan of self-government, more than student government alone, and the results are most gratifying, but, though the spirit is willing, sometimes the flesh is very weak, and much training is necessary. I have only tenth, eleventh, and twelfth graders, and much more can be done in this line than with ninth graders.

Instead of the regular record on Fridays, the girls assemble in the auditorium for fifteen minutes of general chorus work under the direction of Miss S. It is remarkable what can be accomplished in so short a time. This day was devoted to Christmas carols.

At 2.30 a girl was sent to me by one of the teachers for general disagreeableness. Half an hour was necessary to get at the root of the matter, which turned out to be worry over financial conditions at home. The family had come to Detroit three years ago and had a very hard time. The girl seemed to feel better after she had told me all her troubles and wept a while.

Next came a committee of the Parent-Teachers Association to get the stage in readiness for Mrs. Paulsen's lecture in the evening. To this meeting I had urged a father and mother to come because they are finding their daughter a big problem and were thoroughly discouraged. I had quite a visit with them after the lecture.

I arrived home at 11.15. Devoted Sunday afternoon to a call at the home of a girl whose mother had died.

All my spare time for December has been devoted to making out plans of work for next semester, the strongest kind of educational guidance.

EXTRACURRICULAR ACTIVITIES: TWO GUIDING PRINCIPLES

ELBERT K. FRETWELL

EDITOR'S NOTE: *The outstanding leader in the vitalization of high-school procedures in America is Elbert K. Fretwell, professor of education, Teachers College, Columbia University, New York City. To his inspiration and generous help practically all other spokesmen for creative school life owe a readily acknowledged debt of gratitude.* P. W. L. C.

It needs to be recognized in the beginning that what is extracurricular in one school may be curricular in another. Thus, in one school the newspaper may be independent of any course in English and in another it may be the product of one or more courses in English. One school may have a wide variety of athletic teams with no real program of health and physical education, while another school may develop

its athletics as a real part of the program of physical education. In many schools dramatic clubs are really extracurricular, while in other schools courses in dramatics and the study and production of plays may be regularly accredited. Glee Clubs, choruses, orchestras, and bands existed in some high schools that have no music department, and in other schools these musical activities are regularly accredited towards graduation. The extracurricular in one school may be curricular in another, and the reverse is likewise true.

In the old-style high school there were really two schools in one: one "school" composed of the various curricula set up by the faculty and another "school" representing various interests for pupils and some teachers, which existed quite independently of the curricula. It would seem reasonable to say that the more progressive the school, the more difficult it is to say where the curricular leaves off and the extracurricular begins. High schools, and especially junior high schools, are certainly moving in the direction of a very close and vital connection between curricular and extracurricular activities. In the present state of many people's thinking, if the activity is a curricular one, a course of study can be made out for it. Probably no one would undertake to make up a course of study for a student-teacher council that really participates in the government of the school.

In thinking of the extracurricular activities, two theses may be of some help in clarifying our thinking. The first of these is: It is the business of the school to organize the whole educational situation in the school so that there is a favorable opportunity for everybody, teachers as well as pupils, to practise the qualities of a good citizen here and now with the results satisfying to themselves. It is practice with satisfying results that makes for perfection. Practising must be done with satisfaction to the ones doing the practising. Otherwise, just as soon as they have an opportunity, they will quit this kind of practising. These pupils in our schools are citizens here and now with rights, duties, privileges, and obligations. The best proof that they will be good citizens tomorrow is that they are good citizens today. It is necessary to begin with them where they are. Yesterday is gone and tomorrow has not arrived, so begin with them now. Likewise, begin with them *where they are.* Probably any considerable number of people would have great difficulty in agreeing as to just what are the desirable qualities of a good citizen. I have in mind such qualities as initiative and the desire to act for the good of the group, ability to coöperate and the desire to do it, the ability to lead or to follow a leader of their own choice, and intelligent obedience to authority. Knowledge about such qualities is important, but the fundamental thing is that these young people shall practise these qualities here and now with the results satisfying to themselves. It is the business of the school so to organize itself that there is a favorable opportunity for such practice.

In the extracurricular field, as usually understood, there can be a most favorable opportunity for pupils to practise the qualities of a good citizen here and now with satisfaction to themselves in participating in the government of the school. This participation often includes such activities as

a. Homeroom organization and activities

b. Class organization—freshman, sophomore, junior, senior

c. Student-teacher council

d. Study halls in so far as pupils participate in their government

e. The library in respect to the pupils' share in its control

f. Athletic associations

g. State and local contests—academic and athletic

h. Inter- and intraschool sports and contests

i. School and athletic insignia

j. Traffic including receiving and directing visitors

k. Extracurricular finances

l. A point system for stimulating, guiding, and, if necessary, limiting pupil participation in extracurricular activities.

m. The pupil record of extracurricular activities

n. Discipline, including pupil courts.

A second thesis may be worthy of consideration: Wherever possible extracurricular should grow out of curricular activities and return to them to enrich them. I have in mind such activities as

a. Clubs

b. The assembly

c. Special celebrations

d. Commencement

e. School publications—newspaper, magazine, annual, handbook

f. Music activities, such as glee clubs, choruses, choirs, orchestras, bands

g. Dramatics

h. Debating

i. Excursions

j. Thrift and the school bank.

In accordance with this thesis, a short-story club should grow out of an interest aroused in the course in English. The members would be those who are particularly interested in short stories and who want to carry short-story work further than the regular course of study permits. The assembly and celebration of special days, such as Thanksgiving, should grow out of the life of the school, and should not, as a rule, be made up of something brought in from the outside. We shall, some day, make common practice of what some schools are already doing in that the commencement exercises will be the culmination of worthwhile, interesting activities that have been carried on by the members of the graduating class through their whole life in school. School publications, such as the newspaper, for example, will grow out of courses in newspaper writing. In the time and effort involved, publishing a school paper probably goes beyond what would be required of students in any course of study as the majority of schools now understand it. Music activities will be a part of and grow out of courses in music. Singing in assembly or a glee club or band concert for a meeting of the Teachers' Association may be an extracurricular activity, but it can and should be of such a nature as to grow out of and return to the regular work in music. Dramatics will free itself ultimately from being a money-making activity and come to be primarily an educative experience for those participating. We may even get rid of this artificial thing called "the senior play." Not that we shall not have a play at commencement time or at any other time, but that the commencement play, for example, will be the culmination of the best efforts of those who, in the high-school course, have been interested in dramatics and dramatic clubs. Debating now usually exists just for a selected few and these debaters have as their chief activity the meeting of corresponding teams from other schools. Such contests can be decidedly interesting and worth while. However, debating can and should become an activity in which there is wide participation, just as there is in any athletic sport. In the debating class or club there should be much discussion involving wide participation and the discussions should be on subjects of importance to people doing the discussing. The debating team could be selected just as are the players for next Saturday's game, only a few days at most before the contest. The emphasis should be on intramural instead of interscholastic debating. Incidentally, this is the best way to develop a real debating team. Excursions as a means of carrying further classroom instruction and arousing new interests and multiplying pupil and teacher experiences should be a vital part of many phases of school instruc-

tion. The possibilities of this field have by no means been realized by the majority of our schools. Thrift, as generally understood, means saving money. Thrift, likewise, should apply to time, energy, and the emotions. Many schools are arranging the situation so that pupils budget their time and energy as well as their finances. The whole point here is that such activities as have just been cited should be vitally rooted in the curriculum, and, in so far as they exist separately, should grow out of it and return to it to enrich it. The more progressive the school, the more nearly this idea can be realized here and now.

Some additional activities need serious consideration, such as the National Honor Society in senior high schools and the Junior Honor Society in elementary schools. In spite of the great progress that has been made, all of us in our schools have something yet to learn of the value of focusing approval on worth-while activities as a means of developing these activities through social approvals. We need to pay more attention to the positive, instead of so much attention to the negative; more approval on what to do, rather than denunciation of what not to do.

The problem of fraternities and sororities has been the subject of much State legislation and court action. Historically, we have this problem with us as a result of our unthinking imitation of colleges, and likewise, as a result of the fact that some schools, probably in the present and certainly in the past, have neglected to develop a constructive program of social activities.

Everyday school manners has become a problem of increasing importance with the growth of our high schools. Teachers, as a result of the fact that they are older, have had a greater opportunity than their pupils to practise the fine art of being courteous. Of course, teachers can and should be more courteous to the pupils than the pupils can possibly be to each other or to the teacher. The pupils simply have not had as long a time to learn how. The study of manners may be an extracurricular activity carried on in the homeroom period, or, as is sometimes the case, in a particular club, but it should grow out of the whole social organization of the school: in classroom, corridor, gymnasium, playing field, and everywhere that two or more people come together. Desirable practices in this field should grow out of the whole life of the school.

Parties, as generally understood, are, from the pupils' point of view, an eminently desirable activity. It is the business of the school to enable pupils to participate more intelligently and more happily in school, class, and club parties. Such activities are desirable for immediate as well as deferred values. Pupils are going to participate in such activities whether the school likes it or not, and it is the business of the school to teach directly and indirectly how to make these activities both more worth while and more interesting here and now.

There are whole groups of supplementary educational agencies that have a national existence, independent of the school, and which have very definite appeal, usually a very worth-while appeal, to pupils of junior- and senior-high-school age. These supplementary educational agencies include such organizations as: Boy Scouts, Girl Scouts, Camp Fire Girls, Hi-Y, Girl Reserves, and Junior Red Cross. It is the business of the school to develop a constructive program as to what shall be or shall not be the relation of the school to these agencies. Such activities as have been enumerated can have a definite and positive contribution to make to the education of young people. The plan of self-activity, as developed by the Boy Scouts, for example, is worthy of the study of all school leaders.

These pupils in our schools are citizens of the school. Knowledge in and of itself is of great importance, but knowledge alone is not sufficient to ensure right action. It

is the particular virtue of extracurricular activities that they can furnish a favorable opportunity here and now for pupils to understand and to practise with satisfaction to themselves qualities of a good citizen. Wherever possible, both for the good of the school as an institution and for the good of the pupils themselves, extracurricular activities should grow out of curricular activities and return to them to enrich them. It is the privilege, the opportunity, and the necessity of the school to develop and supervise a constructive program for the guidance of these activities here and now.

CLUBS IN UNIONTOWN, PENNSYLVANIA, SENIOR HIGH SCHOOL

J. A. LUBOLD

EDITOR'S NOTE: *Mr. J. A. Lubold, principal of the Uniontown Senior High School, has been carrying through a most interesting student-activity program during the past three years. In this school the activity period follows directly after the lunch hour each day. It is so generously conceived that every student, every day, is whole-heartedly engaged in some truly significant aspect of the school's vigorous activities.* P. W. L. C.

Clubs, as they are now organized in Uniontown Senior High School, have passed through the usual stages of evolution. From the after-school meeting of a group of interested students who were quite willing to work long hours in order to enjoy worth-while experiences not provided during the regular school day, has evolved the present well-organized and supervised group of school clubs.

At Senior High we have come to believe that a club of any sort is valuable only in so far as it comes into existence as the result of a well-defined need, an earnest desire, an urgent demand, if you please, on the part of a group of students, for an opportunity to arrange a situation for enjoying worth-while experiences not otherwise available in the school-day routine.

The alert teacher or counselor will readily discover among his pupils a variety of interests, an array of hobbies, or a desire to explore new fields of interest. This discovery forms the basis for intelligent leadership and expert guidance on the part of the teacher. In many instances these desires and interests are a direct outgrowth of the school curriculum. At Senior High we believe that the *club is valuable to the student in direct proportion as it grows out of the curriculum and returns to the curriculum to enrich it.*

Having discovered a group of students with a desire for an opportunity to enrich their experiences along some worth-while line, the teacher suggests the organization of a club. If this meets the approval of the students, a tentative organization is formed. Temporary officers are elected. Purposes are outlined. A tentative set of working rules are arranged. A sponsor is sought.

The student senate of Senior High charters all clubs. When the tentative organization is completed, the chairman and faculty sponsor make application to the senate for a club charter. The application for a club charter (*see* page 310) is provided by the senate. Upon receiving the application, the senate refers it to its committee on clubs. If the committee considers the club a worthy project, they recommend to the senate that a charter be granted the club (*see* copy of charter on page 309).

The charter is valid only so long as the objectives of the club, as set forth in the application for charter, are being fulfilled. When the club ceases to function, it either

disbands voluntarily and returns its charter to the senate, or the senate revokes the charter and asks the club to disband. This is a wise plan. If there is any one thing that is detrimental to a school's extracurricular program, it is the existence of one or more "dead" or "dying" clubs. Again, the purpose of some clubs is such that the objectives are soon reached and in such cases the club should be discontinued. A club with nothing to do is never a worthwhile activity.

In Senior High, all club activities are under the supervision of a director of extracurricular activities who is appointed by and responsible to the principal of the school. The director is trained for this work and has his program so arranged that he has ample time for the careful supervision of the school activities.

At the present time Senior High has organized clubs in a variety of fields—two girls' glee clubs, a boys' glee club, a mixed glee club, a band, an orchestra, a History of Pennsylvania Club, an Aviation Club, a Chemistry Research Club, a Radio Club, a French Club, a Commercial Club, a Girls' Health Club, a Dancing Club, three Dramatic Clubs, a Debating Club, a Press Club, which publishes the weekly school paper, a girls' woodworking club, a Better Homes Club, and a Commercial Art Club.

Clubs can function at their best only when a regular time is provided for their meeting. At Senior High there is a daily activities period of 45 minutes. All clubs are scheduled to meet during the activities period. Pupils not engaged in club work during the activities period may be engaged in any one of three things: (1) observing a homeroom work period, (2) doing research or reading in the library, or (3) working on a special project at the request of, and under the direction of, a regular teacher.

We find our club activities very useful and desirable for the enrichment of our curriculum at Senior High. With our present set-up in operation for a period of three years, both students and teachers alike are finding many more opportunities for greatly enriched experiences, and are agreed that our extracurricular program is quite indispensable.

SENIOR HIGH SCHOOL

Uniontown, Pennsylvania

CLUB CHARTER

THE STUDENT SENATE

Pursuant to the Authority vested in us by the principal and the Student Senate, this charter is hereby issued to .....

This charter is issued to be effective for the year indicated hereon and may be renewed by application to the Student Senate.

This charter is held subject to all the regulations and rules laid down by the Student Senate and the director of extracurricular activities concerning the conduct of school clubs and is revocable for violation of any or all of the same.

The activities of this club must be conducted along the lines stated in this application for a club charter and those lines only.

The sponsor for this club is .....

Year .....

THE STUDENT SENATE

.....
(President)

.....
(Secretary)

.....
(Director of Extracurricular Activities)

Date .....

APPLICATION FOR CLUB CHARTER

(Uniontown Senior High School)

We, the representatives of the.....
Club, respectfully petition the student senate to grant us a charter.

The main purposes and aims of our club are.....

.....

.....

.....

The values to be derived by its members will be.....

.....

.....

The benefits derived from this club by the school probably will be.....

.....

.....

This club would like to meet (Where).....

(When).....(How often).....
(Cross out proper word or words.)
This club plans, does not plan, to have a constitution.
This club will have the following officers and standing committees:

.....

.....

.....

The following are the proposed activities and working plans of the club:

.....

.....

.....

The membership requirements of this club will be.....

.....

.....

The members will be chosen or elected by.....

.....

.....is requested for sponsor

of this club because.....

.....
(Cross out proper word or words.)

This club intends, does not intend, to charge an entrance fee of.....

It intends, does not intend, to charge dues of.....

The money collected will be used for.....

.....

.....
(*Temporary President*)

.....
(*Temporary Secretary*)

.....
(*Temporary Sponsor*)

Date.....

HOMEROOM CLUBS
PURPOSE, ORGANIZATION, AND OPERATION

CHARLES BEEK, M. BLANCHE HUBBARD, AND MARGARET BAKER

EDITOR'S NOTE: *Mr. Beek is the principal of the Summit Junior High School and is also president of the New Jersey Junior High School Teachers' Association.*
D. I. M.

In organizing homeroom clubs our principal objectives are to create class spirit, a good fellowship between teacher and pupil, and school spirit.

The clubs are under pupil leadership, each club electing four class officers. This must not be done too early in the first month, especially if the teacher and pupils are not well acquainted. That the pupils may elect efficient officers much guidance is required. Following a discussion, a list of leadership qualifications is left on the blackboard for a few days and the class asked to study its members before voting. Also, some advice is given to direct the attention of the pupils towards voting for the most worthy person to fill an office regardless of friendships.

The newly elected president needs frequent assistance from the teacher in conducting a meeting in parliamentary form. As this training is well worth while, sufficient emphasis is placed upon use of correct parliamentary expressions.

To create class spirit the meeting is opened with the singing of a class song. This song is written by a class member or committee. Here is a sample of one of the songs.

(To tune of *Jingle Bells*)

8H Class! 8H Class! Always try to win;
If we don't it's not because we do not have the vim.
8H Class! 8H Class! Try to beat the rest
For we all must strive to do our very very best.

A class cheer or two also helps to unite the group. The cheers are by an appointed pupil leader, and are ready for use at interclass basketball and soccer games.

Following the opening of the meeting the reports of secretary and treasurer are given. Such committees as *room, welfare, line,* and *program* are appointed. The chairman of each committee is chosen by the four class officers with the advice of the teacher. Each chairman then chooses his own committee.

The *room* committee has charge of keeping the blackboards clean, attending to window shades and ventilation. They report on untidy desks at class meetings. When desks are too frequently reported as untidy the class as a whole decides on suitable punishment for the culprits. This relieves the teacher of a disagreeable task, prevents friction and hard feeling between teacher and pupil, and proves a very effective means of keeping desks in order. Loss

of approbation of the class becomes part of the punishment.

The *welfare* committee is responsible for notifying absentees concerning homework and lessons missed. If a pupil is absent several days the committee calls on the absentee and takes a book or flowers to cheer him if he is sick.

We have homeroom organizations in order not to lose the personal relationship between the teacher and pupil. We require the teacher to show at the end of the year a year's improvement in the morale of the group. She is to notice maladjusted pupils and make use of the guidance machinery to remedy the situation. Furthermore, each pupil is responsible for something and an effort is made to see that he gets the thrill of successful accomplishment.

In addition to the homeroom, we have elective clubs in the eighth and ninth grades. These are largely exploratory and give pupils an opportunity to pursue their particular interests.

The business of the school is to make good citizens. We believe that the socializing of adolescent life helps the pupils to educate themselves. They learn by practice; the learning is done by the pupil, not by the teacher.

Below are two accounts of what happens in a homeroom period. The first report was contributed by Miss Hubbard, an eighth-grade teacher; the second by Miss Baker, a seventh-grade teacher.

The *line* monitors are responsible for passing of lines and the general deportment of the group. Any unsatisfactory conduct is reported to the class and if necessary the class metes out such punishment as seems fit. Children will often be too severe in assigning punishments. The culprit is allowed to plead his own case and the teacher needs to keep a guiding hand on the situation to be sure that time is not wasted in petty talk but the business carried on with dispatch.

When the regular routine business is completed the rest of the club period has been carefully planned by teacher and president. This sometimes consists of a discussion and drawing up of a set of rules for good order. One week we discussed good order in the classroom during recitations, another week good order in the halls, also, good order in assembly. Thus the relation of our class to the entire school is emphasized.

When there is no question of school discipline or loyalty for discussion, the program committee is notified a sufficient time in advance to allow them to prepare a simple entertainment for the class.

If a child is to be happy in his home and in his school, he must find in each a haven of understanding and guidance. The great needs of the seventh grader when he first enters the junior high school is a feeling of security and a sense of belonging. In the homeroom he must find an answer to these needs if he is to adjust himself quickly and easily to this new and strange environment.

The beginning pupil will not know the rules and regulations of the school and, at first, the location of classrooms and lockers may cause real confusion and anxiety. In working out a plan for homeroom procedure in our school, this primary problem of familiarizing the pupil with his school has been taken care of by the guidance department. Handbooks, which contain plans of the building, rules and organizations, advice and information, are distributed. The following week, a questionnaire covering the facts in the handbook is used to check and stimulate the pupils' familiarity with the school as a whole. In the next homeroom period pupils receive a standard list of credits which may be earned in scholarship, health, extracurricular activities, homeroom membership and service to the school. The seventh grader learns that citizenship awards are given at the end of the year to those earning the most points,

and thus he may acquire a knowledge of his school's standards and an ambition to measure up in so far as he can.

After the homeroom has sought to build up an acquaintance with the school as a whole, it is necessary to establish that "sense of belonging" by creating a homeroom organization in which each individual is made to feel that he plays a vital part.

The class is permitted to select its candidates for office; these candidates in turn present their "campaign" speeches and the group makes its selection by formal election. The various committees are then organized, monitors appointed, parliamentary procedure is introduced, and the organization is given dignity and importance. Enthusiasm is developed by means of class selection of songs, yells, mottoes, and colors. The homeroom has coöperated with the physical-training department in showing an interest in the various class teams. In the seventh grade excitement runs high at the interclass games and the boys, wearing their class colors, have attended and cheered lustily at the girls' games, and the girls have shown the same interest in the boys' games.

After this group consciousness and enthusiasm have been gained, ideals of the school as a whole can be developed through an appeal to group loyalty. Often the pupil will work for the homeroom or follow the request of a popularly elected group leader when sterner methods fail. At one time, a teacher was obliged to leave a lively seventh-grade class for a part of a period, and the president of the group stepped to the desk, made a short plea for a quiet and businesslike response so that "seven A will be known as a class that can be trusted." The result was as successful as though the teacher herself had directed the pupils' efforts.

Homeroom discussions center about problems of self-government and attitude. The monitors do not hesitate to expose publicly those pupils who have shown lack of self-control in the corridors, classrooms, or auditorium. One boy, who had caused considerable difficulty, was rather severely censured by the line monitor in a recent homeroom meeting. He was embarrassed, but he was so anxious to reëstablish himself in the eyes of the group that he stood, frankly acknowledged his guilt, and offered a whole-hearted apology. Not only are disciplinary problems of the school largely solved by group control, but banking records, Red Cross membership drives, etc., are stimulated by homeroom rivalry.

The homeroom has an important place in aiding the development of individual character, as well as in contributing to the general morale of the school. The girl who is rude, or the boy whose desk is untidy seldom escapes the disapproval of the class. An opportunity is given for the exercise of unselfish service to others. If a pupil is ill, the "welfare committee" must inquire about him and supply him with assignments. In one of our seventh-grade classes, a girl is seriously crippled. Two members of the homeroom assist her to and from classes and the other members of the group are eager to help her in every possible way.

The girls in the high group of our seventh grade were asked to include five girls from a special class of retarded pupils in their volley-ball team. An appeal was made to their unselfishness and coöperation as a homeroom group, and there was not a dissenting voice in the response.

The homeroom performs another important function in the life of the junior-high-school pupil. The child who is a misfit, who needs social and psychological adjustment, ought here to find help and guidance. Personal consultation may result in special attention to the needs of the individual who is out of tune with his environment. A successful homeroom teacher will establish a spirit of comradeship between herself and members of the class so that they will feel free to bring their individual needs and

problems to her. A boy who has difficulty with his speech and who is often moody and unhappy confided in his homeroom teacher concerning the cause of his nervous condition and she has been able to enlist the coöperation of his other teachers in making him feel more at ease and happier in his work.

By no means the least of the value of a homeroom is the opportunity it provides for social contact and for development of extra-curricular interests. One seventh-grade group sponsors six "hobby" clubs. These are in the field of aviation, art, dramatics, stamp collection, travel, and books. Pupils who are up to standard in their subjects ar permitted to use their weekly study perio for these extra-group meetings. Each grou is responsible for a program to be pre sented before the entire homeroom. Th dramatic group has presented a series o original sketches for which they constructe their own scenery. The aviation group ha put model airplanes together as a class dem onstration, and they have a blackboar space of their own on which is posted up-to date information. This activity within th group has resulted in firmer friendships, pro vided stimulating social contact, and streng thened the interest in the homeroom itself

CLUB LIFE AT NEWTOWN HIGH SCHOOL

J. D. Dillingham

Editor's Note: *Mr. Dillingham is the principal of the Newtown High School, Elmhurst, Long Island. He has been for a long time an advocate of progressive innovations in the curriculum of this school. He has established at different times courses in agriculture on a farm outside of New York City so as to introduce the coöperative idea for his students.* A. D. W.

There are thirty-five clubs chartered by the Newtown High School Association. These clubs are actively participating in the work of the school and supplementing in various ways the instruction in the classroom. Many of these clubs have a scholarship requirement varying from a fixed percentage in the subject which the club represents, to a general requirement in scholarship. Each of these clubs is under the direction of a faculty adviser who is expected to attend all meetings of the club and to guide and direct the club along lines in harmony with the general administration of the school. Each one of these clubs has definite aims and activities which are carefully outlined in the school handbook. Their programs are well balanced and carefully prepared. The meetings are usually held after school and vary from one to two a month. The development of initiative and leadership on the part of the officers and committees is stressed in the workings of the clubs, so that not a few of the schoo leaders learn their first lessons in coöpera tion and in planning through service o some club committee. The steps in charter ing a new club are so worked out that n new organization is able to get a charte from the general organization until the st dent officers of the general organization ar fully convinced that such a new organiz tion is needed and that it has the necessar membership to make it a success and influ ence in the life of the school. During Pa ents' Week we had a general assembly fo parents on November 15 and one of th numbers on this program was a parade o school clubs, which passed across the pla form one after another, demonstrating b banners, placards, and other means the pa that each played in the life of the schoo This number on the program made stronger appeal to the interest and approv of the parents than did any other.

THE POETRY CLUB

BEULAH MITCHELL

EDITOR'S NOTE: *Miss Mitchell is a faculty adviser in the Newtown High School. She is also in charge of the poetry club.* D. I. M.

The poetry club rose spontaneously through the interest of a group of students who wanted to write poetry and wanted more opportunity and more recognition than is possible in a class period. When no room has been available the members of the club have met in the foyer, stood in a corner of the hall, or crowded into a small office, and, oblivious to surroundings, have worked out their exercises in iambics or rhyme, or discussed the thought of a poem.

A typical meeting is in two parts, the first in the hands of the faculty adviser, and the second open to the club members. In the teaching period, meter, rhythm, choice of words, or a particular kind of stanza is explained and illustrated. Poems are read until the form or the swing or the idea becomes familiar, and perhaps a suggestive list of topics is given for practice until next meeting.

In the time for original poetry those who have written poems read them and await criticism. Some of their work is limping and heavy, some of it has surprising bits of beauty or freshness. A sample of poetry done to order is this triolet.

'Neath the pearly mistletoe,
'Neath the shining holly berry,
Joyful people come and go
'Neath the pearly mistletoe.
Song and laughter freely flow,
Young and old make merry;
'Neath the pearly mistletoe,
'Neath the shining holly berry.

THE COÖPERATIVE CLUBS

BEATRICE WALTON

EDITOR'S NOTE: *Miss Walton is in charge of the coöperative clubs in the Newtown High School, Elmhurst, Long Island.* D. I. M.

The coöperative clubs—one for each of the alternating groups—are purely social in purpose. By the very nature of their course, combining, as it does, industrial occupation with a heavy scholastic program, coöperative pupils are restricted in their participation in school activities. The coöperative clubs were formed to remedy this condition and to provide an opportunity for relaxation and recreation. All pupils in the alternating groups are eligible for membership and usually the combined clubs boast about eighty or ninety members.

Since this extracurricular outlet for coöperatives tends to minimize the differences between *their* school activities and those of the regular students, there has resulted a great improvement in the morale of the coöperative course. The interest of the younger pupils is stirred by a party and entertainment customarily given them each term by the clubs, while the semiannual theater parties, also sponsored by the clubs, bind more closely present students, graduates, and teachers.

Of course, the club meetings and parties are used as " copy " for the two coöperative papers, and sometimes, also, part of the meeting period is devoted to jotting down contributions for these papers. Thus indirectly the clubs have made it possible for the *Coöperator* and *Coöperalog* staffs to donate forty dollars to the school radio fund and to make scholarship awards to outstanding coöperative freshmen.

If properly guided, the clubs can be made not only to provide their members with recreation and amusement but also to lead them gradually to a higher level of taste in amusement and social intercourse.

THE ARISTA LEAGUE

GEORGE H. SCHOETTLE

EDITOR'S NOTE: *Mr. Schoettle is one of the faculty of the Newtown High School. He is a member of the music department and one of the leaders of the Arista League.* D. I. M.

The Arista League, which is the honor society of the high schools of the City of New York, has a roster of 110 students in the Newtown High School. This league, which stands for character, scholarship, and service, has a very fine influence in the Newtown High School. So high is the regard of all students for membership in this organization that no members have ever been expelled from it for failing to live up to their membership obligations. At present a general average of 80 per cent for the year immediately preceding election is the scholarship basis for membership in this organization; but, at the end of the year, the student members of the assembly are considering the advisability of raising this standard to 85 per cent. There are many unusual things that the Arista inaugurates in the life of the school. One of the most important and most interesting in the establishment of a special group of Arista members known as the "auxilium," which works under the direction of a student chairman. This student chairman, on request of the chairmen of departments where there ar weak and failing pupils, assigns one or mor of such pupils to a member of the auxiliu group for intensive coaching and individu instruction. These young student teache take a very great pride in doing this wor and have been eminently successful i helping slow pupils to attain satisfa tory grades. A visitor to the New town High School may see several membe of the auxilium coaching groups of studen in various parts of the building on any da of the week and doing the work with pride and success that are highly commend able. This service must be passed upon b the chairman and teacher of the departme to which the pupils belong. A record o approved coaching service entitles a membe of the auxilium to the award of a gol medal at the time of his graduation. The are many other services that these Aris members perform in the school that call fo leadership, excellent judgment, and wi discrimination, but none makes more im pression upon the student body than thi

SPANISH CLUB

WILLIAM F. GRIFFIN

EDITOR'S NOTE: *Mr. Griffin is chairman of the Spanish department in the Newtown High School.* D. I. M.

The Spanish Club includes in this school a membership of 100. As in the case of the other foreign-language clubs—Latin, French, German, Italian—that have been established in this school, there have been no limitations set to membership except that of satisfactory conduct in the classroom. This foreign-language club emphasizes the social side of school life more than do other clubs, because it seeks to create a free and open atmosphere favorable t the use of the foreign language as the reg lar means of communication in all club pro ceedings. The Spanish club has had very interesting and stimulating progra during the past year, and the following a some of its chief aims: (1) To encoura the understanding and use of foreig language as a medium of communicati by requiring the exercises of the club alwa

to be held in Spanish. (2) To sponsor larger use of opportunities in Spanish afforded to students by the City of New York along the following lines: attendance on Spanish plays, luncheons in Spanish restaurants, visits to exhibits of Spanish art, and the establishment of a school debating club in Spanish to compete with other schools having such clubs. (3) To furnish departmental equipment in Spanish for various Spanish classrooms. Last year by means of an entertainment sponsored by the Spanish Club enough money was raised to buy thirty-five new Spanish books for the library, a new bulletin board and classroom decorations for one of the Spanish classrooms. As a result of this sort of program, the interest in this club has been very unusual, the meetings have been very well attended, and the ability of the individual students to speak Spanish has been greatly improved.

THE SENIOR DRAMATIC CLUB—MASQUE AND BAUBLE

L. Adele Carll

Editor's Note: *Miss Carll is one of the faculty advisers in the Newtown High School. She is a graduate of Barnard College and is in charge of the senior dramatic club.* D. I. M.

The Masque and Bauble, the senior dramatic group of Newtown, is a seriously interested group of fifty boys and girls, comprising student actors, art directors, music directors, and stage staff, under the direction of the chairman of the speech department. The artistic and musical members serve as *liaison* officers, bringing to the club the advice and assistance of the art or music deparments in solving the ever-present problems of posters, settings, or incidental music. The members are chosen from terms above the third for ability alone, after repeated tryouts. The club, under guidance, has shown Spartan fortitude in refusing admission to candidates who are merely dear friends of old members! Consequently, Masque and Bauble serves as a potent motivation to the work of the speech department.

The purposes of the club are:

1. To raise the school's standard of taste in the matter of dramatic entertainments bv consistently presenting plays of recognized literary value, in such a manner that students will be attracted to them

2. To give as major productions only those plays that make for the improvement of the actor's voice and speech, and thus set a standard of excellence for the student audience

3. To stimulate imagination by translating the printed page into life and action

4. To develop understanding through character study and by the act of putting one's self in another's place.

5. To develop personality and poise

6. To furnish an outlet for energy, and opportunity for additional training to gifted students

7. To give training that will be of practical value to those who intend to make the stage their profession.

In pursuit of these aims they have given, in the past three years, "The Rivals," "As You Like It," "L'Aiglon," and a number of well-written one-act plays, such as "The Maker of Dreams," "The Prince Who Was a Piper," "The Pot Boiler," "The Minuet." Last term's presentation of "L'Aiglon" utilized every one of the fifty members of our club. The "leading man" is now a member of Miss LeGallienne's Civic Repertory Company. Rosalind of the previous year's "As You Like It" is finishing a

long engagement in Ethel Barrymore's play, "The Kingdom of God." In order to give these plays in a very busy "two-session" school, it is necessary that every meeting be a working meeting, devoted to tryouts or rehearsals. The club assembles twice a week, each time for two forty-minute periods.

Masque and Bauble plays have aroused much enthusiasm, not only among the students and their parents and friends, but in the community at large. Reports have reached the school of residents of the town who, although they have no children in Newtown, make a practice of attending all our productions, solely for the enjoyment of the plays themselves.

And, finally, the general organization benefits through the financial success of the performances.

X Y Z CLUB

FREDA VONSOTHEN

EDITOR'S NOTE: *Miss VonSothen is faculty adviser of the X Y Z Club at the Newtown High School. She is also in charge of higher mathematics.* D. I. M.

There are two strong mathematics clubs in the school. The X Y Z Club is the older club and has a membership of 25 girls. In order to become a member, a girl must earn a mark of 90 per cent or over in the State examinations in either elementary algebra or plane geometry, and must have no failing marks in other academic subjects. The girls who have been elected to membership have almost without exception been outstanding in service and character in the school. The club has many admirable purposes—the arousing of general interest in mathematics in the school by attractive programs at its meetings and the stimulating of high mathematical scholarship in the school on the part of the better students in this subject. But the one thing for which the club is best known is the organization of an annual oral arithmetic contest for the 8B grades of the elementary schools whose pupils attend the Newtown High School upon graduation. This contest has been conducted with great success for a number of years, and has tended to develop a high order of executive ability, initiative, and leadership on the part of the members of the X Y Z Club who have directed this contest and managed its proceedings. These girls have selected the examples to be used in the contest, have mimeographed all the questions, and have successfully handled all the details connected with it. They have raised the money to pay for the medal awarded to the pupil having the highest score in the contest and have furnished a trophy for the winning school. Although they have done this work under the supervision of a teacher, they have managed it so well that visiting teachers, who have come with their teams to this contest, have been most enthusiastic in commendation of their plans and their execution of them. They have gone over all the details very carefully in seven or eight club meetings during the year and in addition they have had their own regular meetings with special programs. This term they have arranged in conjunction with the boys' mathematics club, the A B C, to give a mathematics program in the assembly and have arranged for Professor Reeve of Teachers College to be the speaker.

BOOK REVIEWS

School Clubs, by HARRY C. MCKOWN (The Macmillan Company, 1929).
Extracurricular Activities, by HARRY C. MCKOWN (The Macmillan Company, 1927).

The literature of our profession is dominated quite largely by philosophical treatises which are excellent to think upon but are sometimes difficult to use in specific cases. Our extracurricular literature is a little more specific but even in that field we find a great amount of theoretical material which has been proved in only a few instances. *School Clubs* is one of the outstanding assemblies of practical material which has been made available. This book, which is a laboratory manual for the philosophy set up in McKown's *Extracurricular Activities*, can be used by the club officers, by the club sponsor, and by the administrator who is setting up and carrying out an extracurricular program which involves club organizations. The routine work is discussed which might be followed in setting up and organizing a club program of the individual clubs. The greater part of the book is given to a discussion of material and activities for sixteen different types of clubs which McKown indicates may be divided up into over 325 individual clubs. A rather complete bibliography is included under each general club division. Sufficient material is suggested and enough programs are included to enable a club sponsor to make the school club truly function as a citizenship activity.

It is to be understood that this volume concerns itself with one particular phase of extracurricular activities. That phase is so carefully worked out in all details that all questions, save those which are purely personnel, will find solutions presented.

Chief concern is shown in the "do" part of the club objective of "learn and do." The author is general enough in his plans so that any local situation will find the book readily applicable to various plans of meetings, types of organization, and interests of sponsors.

The sponsor who is tremendously interested in her field and who has already made a careful analysis of the need of a group in that field may find little new in the chapters dealing with that club, but every school with such an organization undoubtedly has some sponsors who need stimulation and materials from outside sources. For them *School Clubs* is invaluable. Schools organized on a homeroom basis will here find materials which may be used in conjunction with outlined homeroom programs.

E. E. E.

Readings in Extra-Curricular Activities, by JOSEPH ROEMER and CHARLES FORREST ALLEN (Johnson Publishing Company, 1929, 844 pp.).

Roemer and Allen in this volume of readings have rendered a distinct service and have made a real contribution to the field of secondary education.

The volume will be used by sponsors of extraclass activities in high schools as a source of ideas in managing and handling such activities and to that extent will become a sort of handbook for the high-school administrator in this phase of his work.

It will also find extensive use as a textbook for classes in colleges and teacher-training institutions. The chapter topics cover practically every aspect of the extracurricular-activities movement. The selection of excerpts from the current periodical literature has been carefully done and this will make it possible to use the book either as a supplemental text, or as an original text in combination with the syllabus which the authors have prepared in pamphlet form to accompany the book.

Chapters I and II deal with the underlying principles and philosophy and the social and moral outcomes of extracurricular activities; chapter III contains readings on organization and administration; chapters IV to XXI, inclusive, describe, through selected readings, club activities, homeroom activities, pupil participation in school control, publications, athletic activities, dramatics, debating, honor societies, sororities and fraternities, scouts and scouting, musical organizations—in short, every phase of extraclass activity known to modern junior and senior high schools. The last chapter contains forty pages of excellent readings devoted to the dean of girls' position in secondary schools.

In view of the difficulty encountered by students of education in finding the references contained in the ordinary bibliography covering such a topic, Roemer and Allen's book will be a real timesaver to students of extracurricular activities in secondary schools.

W. M. P.

The four reviews on pages 320 and 321 were written by students in a student-activities class in the School of Education of New York University under the direction of Mr. Floyd E. Harshman, instructor in education.

Syllabus of a Course in Extra-Curricular Activities, by JOSEPH ROEMER and CHARLES FORREST ALLEN (Johnson Publishing Company).

The abovenamed syllabus is to be used with *Readings in Extra-Curricular Activities* by the same authors. The two books in conjunction afford, up to the present date, all the important source material in this subject that any class might possibly need. The express purpose of the syllabus itself is the orientation of the student's perspective so that he is able to view a particular activity in its precise relationship to the functioning of the educational machinery of the school of which he is a member.

A glance through the booklet will assure one that no one class can or would attempt to answer all the problems contained between its covers. In fact, each school will find the solution of certain problems pertinent to its needs, while many other problems will not fit into the school activities.

In an ultimate sense the most valuable and far-reaching problems are centered in the chapter on social and moral outcomes of extracurricular activities. The books listed at the head of the chapters abound in thought-provoking statements.

Chapter I (Underlying Principles and Philosophy of an Extra-Curricular Activities Program), chapter II (Social and Moral Outcomes.....), chapter III (Organization and Administration), and chapter IV (Health) should be thoroughly explored by every class that essays to probe the contents of this syllabus.

H. F. MARGRAFF

Thrift Through Education, by CAROBEL MURPHEY, Ph.D., The Extra Curricular Library (A. S. Barnes and Company).

Here in one hundred and fifty pages, marked by clearness and vigor, we have a sensible discussion of "thrift" as it should find a place in our public schools. Thrift takes its beginnings from the urge which was engendered in the American people during the World War. Dr. Carobel Murphey has outlined the nature of thrift instruction for all the pupils of the schools and does it with a common sense that is refreshing. She assesses very judiciously the more important aspects of thrift education. The importance of saving, why to save, and how to save are all well evaluated. In discussing the relation of saving to boys and girls the author contends that thrift is the most valuable medium by which they can learn to be cautious, wise, and thoughtful. A remarkable feature is that the author not only tells us why to save but also shows us how to save and advance the practice of thrift in our schools.

It is comforting to find an educational book that offers a brief and clear treatment of a subject that has arrested the attention of teachers for decades past. The conversational tone, moreover, gives a touch of originality.

In brief, the book has a timely message. Dr. Murphey has not set up a doctrine merely for the purpose of writing a thesis or publishing a book. She shows by her manner of treatment that she is interested in thrift education and hopes to see the day when it will be inaugurated in every school throughout the country. Her philosophy is sound, her ideas are practical, and her experiences give her the right to speak with authority. There is a need for this book. May it reach both the teacher and the professional man.

J. G. FITZGERALD

Financing Extra Curricular Activities, by HAROLD D. MEYER and SAMUEL M. EDDLEMAN. The Extra Curricular Library (A. S. Barnes and Company).

The general problem which the authors attack is the financing of "extracurricular activities." Mr. Meyer, the editor, sent three hundred letters to school superintendents and high-school principals asking opinions about the "extracurricular" library. More than two hundred replies were received. Professor Meyer submits a comprehensive analysis of certain practicable methods in deciding upon systems of financing extracurricular activities.

The study leads to the following conclusions:

I. Methods and systems must meet the test of modern educational principles; we must recognize that education means more than an accumulation of facts in a more or less restricted area of knowledge. It means learning that enables one successfully to make adjustments in the most socio-economical way.

II. The materials must be adaptable to any situation. That is, the methods and systems should be made as simple as possible, since children, even of high-school age, can hardly be expected to understand a complex system of accounting. Most methods, suggestions, plans, charts, etc., have been synthesized into new methods and systems which are illustrated in detail in this book. How some schools raise money, methods of distributing finances including the classification and centralization of necessary funds, and accounting for moneys are explained in full detail.

III. Adequate financing of extracurricular activities will be brought about only when all schools adopt similar systems and methods. The book also deals with the problem of securing proper recognition of the many forces outside the school which are operating for better or worse in the

financing of extracurricular activities to help the education of children.

It should serve as an excellent handbook for principals and extracurricular directors, who should find it very useful when setting up policies for financing their activities.

STELLA H. ROBINSON

Commencement, by GERTRUDE JONES. The Extra Curricular Library (A. S. Barnes and Company).

Commencement is a book intended to pave the way for a new conception of commencement day. The author denounces several types of old-fashioned programs. One is that type of program wherein students and visitors are exposed to a bombardment of data pertaining to a topic interesting to the speaker but usually dull to his auditors. The second attack is directed against that type of program which consists of a chaotic assortment of solos, readings, class history, class will, salutatory and valedictory orations, all merged into an inextricable mass with no dominant motive. The third sally is against those declamations and essays ostensibly drawn from the student's past experiences and subsequent reflections, but consisting obviously of a patchwork of miscellaneous ideas culled from accessible classics, magazines, and current propaganda.

One of the programs advocated is the senior-speaker plan. From two to six speakers are chosen by one of four methods: competitive selection, scholarly standing, faculty appointment, or class vote. Competitive selection is the most equitable method. Another interesting procedure is introduced to us in the form of a program conducted from beginning to end under the direction of the graduating class president, with the high-school principal and faculty in the background. A discussion by senior speakers revolving about a central theme wins our author's assent. It is specially applicable to the depiction of historical incidents. One solution of the problem is the pageant form of commencement. If the class is small, undergraduates can be recruited in order to fill the gap; if the class is large, the pageant offers an opportunity for all to participate.

Pageants very near perfection in the matter of registering the complete cycle of school activities have been created in Central High School, Cleveland, Ohio. "The class in stagecraft designs the setting, working out miniature models, the dimensions of which are proportionate to those of the stage in the school auditorium. From these models a committee selects the one best suited to the pageant. The department of manual training constructs the set, returning it to the class in stagecraft for painting and decorating. The costumes are designed in the department of art and are made in the sewing classes. The music is planned and executed by the music department, the orchestra always playing a prominent part in the production. The dancing and rhythmical steps are taught in the department of physical education. The director of the pageant selects the cast, the principal parts being given as far as possible to those pupils who have the highest scholastic standing."

Other types of commencement programs, usually not as elaborate as the pageant, are described by Miss Jones. The group of class mottoes on page 58, deliberately selected for drab triteness and meaningless jargon, is a convincing comment on the typical commencement.

Chapter XII deals with the recognition of students who have achieved honors in other fields than scholarship. A few of the qualities cited for recognition are "character," "leadership," "service to the school," and "wholesome influence." Medals, prizes, and monetary awards are presented to the graduates on these bases. Honor societies are another means of recognition.

A surprising number of parents essay social gymnastics that are simply ruinous to the pocketbook when commencement dress is mentioned. Some schools ward off this evil by instituting a rule that a uniform dress of caps and gowns be worn.

The appendix of this little volume is replete with a bibliography of magazine articles on the subject of commencement.

H. A. MARGRAFF

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New Book on Junior High School

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